

From: Arkansas Environmental Education Association [rbeadel@arkforests.org]

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To: rbeadel@arkforests.org

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the Natural State

Quarterly Publication of the Arkansas Environmental Education Association

Winter / Spring 2009

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Arkansas Environmental Education Association

Mission Statement: To promote environmental education and the work of environmental educators.

Greetings AEEA Members!

I never imagined growing up in rural Iowa that I would be where I am today. Who would have guessed a farm boy raised in cornfields and cow pastures would become the Director of Forestry Education for the Arkansas Forestry Association or the President of the Arkansas Environmental Education Association?

My parents nurtured my passion for the great outdoors at a very young age - I spent family vacations camping, winters hunting, and summers fishing. Climbing trees, catching crawdads, playing on hay bales, and wading in muddy creeks - the great outdoors was my PlayStation and my Wii Fit.

My interests and hobbies led me to pursue a degree in Fisheries and Wildlife Biology. It was there at Arkansas Tech University in my Administration class that I learned about the 90-10 Rule. This rule states that only 10% of a biologist's time would be spent managing natural resources while 90% would be dealing with the public. I thought "What? How could I possibly be dealing with people while working in the middle of the woods or in the middle of a lake?" Well guess what - it's amazing how true this rule is!

As I began dealing with the public, I realized there was a need for scientific information to be relayed in easy-to-

AEEA is a networking and information based organization that works with educators, students, business, government, and the general public to increase the awareness and knowledge about the environment.

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Arkansas Natural Heritage
Commission

understand terms to both kids and adults. This is where my passion for environmental education grew into what it is today. I am passionate about both education and the environment and I have the perfect career where I am able to promote both.

As I begin my one-year term as AEEA Board President, I look forward to the tasks that lie ahead. The Board has visions for this year and it is my goal to help make these visions a reality. This year is going to be a year of growth for AEEA - grow our membership, our programs, and our membership benefits. Our members can look forward to a year of opportunities - opportunities for professional development, information and idea exchange, and grant opportunities. AEEA is growing.

Sincerely,
Rob Beadel
2009 AEEA Board President

AEEA Board of Directors Welcomes New Faces

January 24, 2009, the AEEA Board of Directors met for their annual Board Retreat and welcomed six new members.

This Board has a diverse make up including both formal and non-formal educators, elementary level to college level teachers, and representation from the Arkansas Department of Education.

2009 is looking to be a productive year for AEEA and with a dedicated and experienced Board in place we have the resources to make it happen.

Let's introduce you to a couple of our new Board members.

Susan Bolyard U.S. Geological Survey

Susan has worked providing educational science-based outreach (teachers' workshops; elementary, middle, high school and college level workshops and classes). She demonstrates technical and scientific expertise in geology, hydrology, water resources, conservation, environment, and GIS application that would prove beneficial in program development and public outreach.



March 16

Arkansas Arbor Day

March 28, 8:30 PM
World Wildlife Fund's
2009 Earth Hour

April 13-19

National Environmental
Education Week

April 22

Earth Day

April 24

National Arbor Day

May 12

WET-WILD-PLT workshop
Fred Berry Education Center on
Crooked Creek
Yellville
To register, contact: Marilyn
Doran mdoran@agfc.state.ar.us

May 29

WET-WILD-PLT workshop
Janet Huckabee Arkansas River
Valley Nature Center
Ft. Smith
To register, contact:
Karen Westcamp-Johnson
kdwestcamp-johnson@agfc.state.ar.us

June 18

Food, Land and People
Workshop
Location TBA

June 22-26

Teacher's Conservation
Tour

UA Monticello
Hosted by the Arkansas Forestry
Association Education Foundation
More details coming soon

Visit Our Sponsors



Green Teacher

I believe environmental education is essential to increase the community's awareness of the environment and the methodology necessary to implement practices which are integral in conserving and maintaining our natural resources. AEEA encourages each person to play his or her part, whether this person is just beginning preschool or is a retired volunteer teacher, to commit to these practices. This commitment, I feel, is imperative to make a lasting positive influence in taking steps toward a better future for our communities and our environment. I am so proud to be part of this initiative.

Betsy Spetich

Arkansas Department of Environmental Quality



Much of my childhood was spent exploring my neighborhood natural areas and the state parks in North Carolina. Girl Scouting (thirteen years as a scout, camp counselor, and outdoor trainer) gave me a way to share my interest in the natural world with others. This continued into college where I earned a B.S. in Forestry and Wildlife Management from Virginia Tech. But managing our resources wasn't really what I wanted to do. Therefore, I went on to earn an M.S. in Environmental Interpretation from The Ohio State University.

I worked as a state park naturalist, a zookeeper, and an information specialist with the Indiana Department of Natural Resources before landing in Arkansas. I have been the Western Arkansas Recycling coordinator for the Arkansas Department of Environmental Quality since 1999, providing educational programs and technical assistance. While my focus is on solid waste management (I have learned more about trash and how we manage it than I ever thought there was to know), I still deal with a variety of other environmental issues. As we all know, when you start looking at the environment, "everything is connected."

Graduate school provided more than a degree - that's also where I met the wonderful man I married nearly 23 years ago. (He's a research forest ecologist.) We live in a rural subdivision between Hot Springs and Hot Springs Village, spending much of our free time taking care of and enjoying our "yard" (approximately five acres, mostly wooded). We don't have any children; our two cats are about all we can handle.

I'm looking forward to continuing and enhancing the work of previous boards to help AEEA promote environmental education and serve the needs of its members. Thank you to all the members who took an active part in the organization by voting in the board election.



Do You Know Someone Who Should Be a Member of AEEA???

Help us recruit new members and grow our network of Environmental Educators in Arkansas. Share this email and encourage colleagues to join AEEA.

Click [here](#) for membership information and to download a membership form.

Purchase your AEEA merchandise online!

www.cafepress.com/arkansasee

Mugs, shirts, t-shirts, bags,
buttons, stickers, and
more!!!

*Proceeds benefit projects and
programs offered by AEEA*

AEEA Membership Discount Program

Introducing a NEW benefit for paid members of the Arkansas Environmental Education Association.

AEEA Membership Discount Program

10% discount on all onsite purchases from **Pine Ridge Gardens** (excludes mail orders and internet purchases)

Pine Ridge Gardens is located in London, Arkansas and specializes in native and ornamental trees, shrubs, vines, flowers and grasses that provide food or nectar sources for butterflies, hummingbirds, songbirds and other wildlife. In addition, many of their plants provide nesting and cover for critters. Their plant diversity includes wetland species as well as xeriscape plants. Visit www.pineridgegardens.com for more details on their nursery. Please mention that you are a member of AEEA and present your membership card to receive your discount.



7% discount on catalog and online orders from **Forestry Suppliers, Inc.**



Forestry Suppliers, Inc. has been providing quality products for the forestry, environmental science, surveying/engineering, horticulture, grounds maintenance, educational professionals and more since 1949. AEEA members should call Forestry Suppliers, Inc. at 1-800-752-8461, which is the contract department; mention **key code #402** and that they are members of the Arkansas Environmental Education Association when ordering by phone. Also, their online website, www.forestry-suppliers.com, is available to place orders using the provided key code. However, if the code is not used when the order is placed, Forestry Suppliers, Inc. will not be able to credit the discount later. This discount will apply to the current catalog #60 at the current pricing and the customer is to pay shipping charges.

5% discount on catalog and online orders from **Nature-Watch**

10% discount on orders of \$1,000 or more - contact Nature-Watch to receive this discount

Nature-Watch provides educational products and craft activity kits designed for teaching children about nature. Since 1987, Nature-Watch has provided environmental science curriculum and nature craft projects to thousands of schools, camps, museums,



nature centers, park and recreation programs, zoos, libraries, after-school programs, scouts and many others. Our hands on educational materials engage, enlighten and enliven the learning experience for children while being a great resource of nature instructional materials for indoor and outdoor educators. Visit www.nature-watch.com enter the **catalog code AEEA** on the online checkout page when ordering to receive a 5% discount.

Please do not share these discount codes with other individuals. These discounts are established for AEEA members only. If you need a replacement AEEA membership card, please contact April Layher at info@arkansasee.org or call (501) 773-1107.

If you have any questions regarding the above discount programs, please contact Rob Beadel at rbeadel@arkforests.org or call (501) 374-2441.

Just another benefit of being a member of AEEA! Spread the word about AEEA and the benefits of becoming a member. Help AEEA grow!!!

Project BudBurst

"Phenology" may not be a word that rolls off your tongue, but it may be one you want to consider adding to your vocabulary. It has the same root as "phenomena", and in fact deals with biological events linked to climate-such as bird migrations and plant germination. The flowers and plants in your own backyard or neighborhood park also have a role in this global drama.



This spring, the Arkansas Natural Heritage Commission will again be inviting citizens to be the sentinel eyes on the landscape with our fourth citizen science effort. For the first time, we will be linking the data collected here in Arkansas with national data by participating in Project BudBurst. Just as the name implies, Project BudBurst is designed to collect data from the public on the first appearances of buds, leaves, seeds, and fruits in everything from trees to weeds. These events will help map how changing climate is affecting terrestrial ecology. Watch for more details in future e-newsletters and online at <http://www.naturalheritage.com/>.

- Jane Jones-Schulz

Year of Science 2009



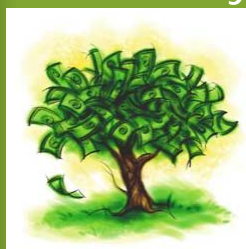
The Coalition on the Public Understanding of Science (COPUS) kicked off Year of Science 2009 (YoS2009) - a

national, yearlong, grassroots celebration-earlier this month at the annual meeting of the Society for Integrative and Comparative Biology. COPUS, which represents more than 500 organizations, is celebrating how science works, who scientists are, and why science matters.

A special Web site (<http://www.yearofscience2009.org/>) will help the general public learn more about this yearlong, national event. The site will feature a different scientific theme each month, complemented by blogs from scientists and science communicators about those topics and their fields of expertise. Highlights from the dynamic YoS2009 Web site include the integration of components from the newly launched Understanding Science Web site (<http://www.understandingscience.org/>), Flat Stanley explorations of science, the opportunity to name a new species of jellyfish or adopt a species for the Encyclopedia of Life, and a contest to build the most scientific pizza.

COPUS, which began with support from the National Science Foundation, has grown to be an inclusive grassroots endeavor spurring communication and collaboration in the scientific community while shining the spotlight on science in 2009. Still growing, the COPUS network of more than 500 organizations includes a broad range of participants from large federal agencies such as the National Oceanic and Atmospheric Administration and the Environmental Protection Agency to local groups such as the Banana Slug String Band from Santa Cruz, California, and TalkingScience, a New York City nonprofit that is organizing a "Rock-it Science" concert in 2009. Major sponsors of the Year of Science 2009 include the American Institute of Biological Sciences, the University of California Museum of Paleontology, the Geological Society of America, and the National Science Teachers Association. To register as a participant or to learn more, visit <http://www.copusproject.org/>.

The Money Tree



Oh, if it was just that easy. This section provides information and resources for grants and funding available for environmental education projects, programs and classrooms. Good Luck!

Grant Wrangler

<http://www.grantwrangler.com/>

Grant Wrangler is a free grants listing service offered by Nimble Press. They make it easier for teachers, librarians, and parents to find funding, including grants and awards for arts, history, mathematics, science, technology, and more. They also help grant-giving organizations more effectively promote their grants and awards to teachers and schools across America.

Community Action for a Renewed Environment (CARE) Grants

By providing financial and technical assistance, EPA helps communities implement solutions to reduce releases of toxic pollutants and minimize people's exposure to them. Visit the EPA website www.epa.gov/care for more information. The deadline to apply for a CARE grant is March 16, 2009.

Captain Planet Foundation Grants

The Captain Planet Foundation provides grants of up to \$2,500 to school and community groups to support hands-on environmental projects. You can submit a proposal at any time during the year. However, proposals will only be reviewed the last day of March, June, September, and December. Visit www.captainplanetfoundation.org for more information.

Operation Green Plant - Free Seed Grants

America the Beautiful Fund is offering grants of FREE SEEDS (shipping and handling costs apply) for community and school planting projects. Available while supplies last. Visit http://www.america-the-beautiful.org/free_seeds/index.php for more details.

GreenWorks! Grants

GreenWorks! grants engage PLT educators and their students with their local community in "learning-by-doing" environmental projects. Student leadership, service-learning, and community participation are the cornerstones to GreenWorks! projects. These grassroots action projects enable schools and youth organizations across the country to make a positive impact on their communities. For more details visit http://www.plt.org/cms/pages/21_22_21.html. Spring applications are due April 30, 2009.



2009 IGES Earth Day Photo Contest for Grades 5-8: Capture Your Changing World

Win a Digital Camera or Other Prizes; Photos must be snapped April 22-29

Contest Web Site: www.strategies.org/EarthDayPhoto

Earth is a system of connected parts - air, land, water and life. Each part is constantly changing, and affecting and being affected by the other parts. Of all the seasons, changes are especially noticeable during spring. Birds migrate across the sky as the weather warms. Creek waters rise as melted snow trickles down from distant mountains. Spring showers give life to plants and wildlife. And thunderstorms and tornadoes are spawned as warm and cold air clash.

During the week of Earth Day (April 22), U.S. students in grades 5-8 can be part of a unique national effort to capture our changing world. Anytime from Wednesday April 22 through Wednesday April 29, take a photograph of something that is changing in your local environment. It could be a change occurring in your backyard, outside your school, in a local park, or off in the distance toward the horizon.

Then, research and write an explanation of the photograph (400 words or less) that answers the following questions:

- What is the change taking place in your photograph?
- What part or parts of the Earth system may be causing the change?
- Was the change expected?
- How might the change impact surrounding areas, including people?
- How might this picture look different in the future?

Entries will be judged by Institute for Global Environmental Strategies (IGES) staff based on relevance to topic (depiction of change in the environment), uniqueness and overall appearance of the photo, and thoroughness of the written explanation.

The top three winners will receive a digital camera, digital photo frame and digital photo keychain, respectively. The top 10 winners will receive their photograph in a special frame commemorating Earth Day 2009, and their photographs and accompanying descriptions will be featured along with selected honorable mentions on the IGES Web site, www.strategies.org.

Entries must be received by email or postmarked by May

9, 2009. Winners will be announced on the IGES Web site around June 2, 2009.

For submission instructions, entry form, and suggestions for using this activity in the classroom, please visit: www.strategies.org/EarthDayPhoto

About IGES: Located in Arlington, Va., IGES was established in 1994 and is a 501(c)3 nonprofit organization supported by public and private entities. IGES is a trusted leader in Earth and space science education, communication and outreach, and in fostering national and international cooperation in observing the Earth.

Guidelines for Early Childhood EE - Comments Requested on First Draft

NAAEE, the National Project for Excellence in Environmental Education, and EETAP are in the early stages of writing the fifth document in the Guidelines for Excellence in Environmental Education series.

When completed, this set of guidelines will help early childhood environmental educators develop and implement quality programs. You are invited to review this draft and provide comments. Your input is very important to the process and will be used as they develop future drafts. Please feel free to forward this request to others.

The first review draft of the Early Childhood Environmental Education Guidelines and a review response form are available on the NAAEE web site: <http://www.naaee.org/programs-and-initiatives/guidelines-for-excellence/early-childhood>

Please submit your comments by March 31, 2009.

Facing the Future Releases: Understanding Sustainability

A Two-Week Unit for Social Studies (Grades 9-12)



How do economics, history, and democracy relate to sustainability? Students learn to answer questions like these through

engaging hands-on lessons in Facing the Future's new high school social studies unit, Understanding

Sustainability. Click [here](#) to download a FREE overview and the table of contents of the unit today!

Each lesson in the two-week unit is aligned to National Council for the Social Studies' curriculum standards for easy classroom integration. Through real-world lessons, students come to understand such timely issues as: ecological footprint, sustainable civilizations, and media awareness.

What educators are saying about Understanding Sustainability:

"This unit is thoughtful and engaging. It allows students to weave between sustainability locally and globally. I especially appreciated the history lesson as too often we look at sustainability as a modern notion; this will empower students to look at this issue across time and space."

~ High School Global Issues & World Affairs Teacher, Kent, WA

Understanding Sustainability includes:

- Sequenced activities for each day
- Student readings
- Homework assignments
- Critical thinking questions
- Action project and service learning extension
- References and links to additional web resources

"Everything has been done for you. They are a teacher's dream. The transparency master is there. The student handout is there. The timing of the lesson is there. The overview is there. The tie-in to learning objectives is there." ~ High School Teacher, Bainbridge Island, WA

Lessons link to easy-to-implement action projects that help students develop critical thinking and collaboration skills while applying sustainability concepts in their communities.

Facing the Future staff is available to come to your school or district to provide a workshop on this unit or other global sustainability curriculum resources. Click [here](#) for more information.

www.facingthefuture.org

Facing the Future is a nonprofit organization dedicated to educating and motivating today's students to be responsible stewards of tomorrow's world. We develop and deliver standards-based hands-on lessons, student textbooks, curriculum units, and professional development opportunities for educators that promote critical thinking on global issues, sustainability and positive solutions. Facing the Future curriculum is used by over 750,000 students in all 50 U.S. states and over 85 countries by teachers and students in grades K-12, in undergraduate and graduate classes, and across multiple subject areas.

Museums, Zoos, Other Informal

Settings Can Boost Science Learning

Publish January 14, 2009 on the National Academies website

WASHINGTON -- Each year, tens of millions of Americans, young and old, choose to learn about science in informal ways -- by visiting museums and aquariums, attending after-school programs, pursuing personal hobbies, and watching TV documentaries, for example. There is abundant evidence that these programs and settings, and even everyday experiences such as a walk in the park, contribute to people's knowledge and interest in science, says a new report from the National Research Council.

"Learning is broader than schooling, and informal science environments and experiences play a crucial role," said Philip Bell, co-chair of the committee that wrote the report, and associate professor of learning sciences at the University of Washington, Seattle. "These experiences can kick-start and sustain long-term interests that involve sophisticated learning. Think of the child who sees dinosaur skeletons for the first time on a family trip to a natural history museum, and then goes on to buy dinosaur models and books, do Web searches about dinosaurs, write school reports on the subject, and on and on."

The report notes that experiences in informal settings can significantly improve science-learning outcomes for individuals from groups, which are historically underrepresented in science, such as women and minorities. Evaluations of museum-based and after-school programs suggest that these programs may also support academic gains for children and youth in these groups.

More broadly, there is strong evidence that educational television can help people learn about science, although few studies have been done on the effects of other media, including digital media, video games, and radio. There is also some evidence that participation in informal science learning -- for example, volunteering in the collection of scientific data -- can promote informed civic engagement on science-related issues such as local environmental concerns, says the report.

The report offers recommendations for people who design programs in these settings, such as the creators of museum exhibits. The programs and environments should be interactive and designed with specific learning goals in mind. They should provide multiple ways for learners to engage with concepts within a single setting. And they should prompt visitors to interpret what they have learned in light of their prior experiences and interests.

In addition, educators should partner with local communities to develop exhibits and experiences. When possible, such exhibits and environments should be rooted in scientific problems, ideas, and activities that are meaningful to these local communities.

The report also offers recommendations for those on the front line -- the professional and volunteer staffs of institutions and programs who interact with the public about science. In discussing new science concepts, they should draw on learners' experience and knowledge by using everyday language, referring to common cultural experiences, and using familiar tools.

There are few good outcome measures to assess science learning in informal settings, and efforts to develop relevant measures have often been controversial, the report notes. Some people have advocated using the same standards as for school settings, while others have urged measuring outcomes based on peoples' perceptions of whether they have learned something. It is not productive to blindly adopt either purely academic goals or standards that are personally subjective, the report says. Evaluations should not be limited to factual recall or other narrow cognitive measures; rather, they should assess the range of capabilities that museums and similar settings are designed to nurture.

The report outlines six "strands" of science learning that can happen in informal settings, and these strands could help refine evaluations of how well people are learning in these environments. For example, learners can experience excitement and motivation to learn about phenomena in the natural and physical world. They can come to understand and use concepts and facts related to science. They can learn how scientists actually conduct their work using specialized tools and equipment. And they can develop an identity as someone who knows about, uses, and sometimes contributes to science.

The committee also pointed to the need for more professional development and a common knowledge base among scholars and educators in the field -- including a more widely shared language, values, learning theories, and standards of evidence. "There's a lot of good research and practice out there," said committee co-chair Bruce Lewenstein, professor of science communication at Cornell University. "Now we need to find better ways to bring that work together and continue extending it."

The report was sponsored by the National Science Foundation. The National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council make up the National Academies. They are private, nonprofit institutions that provide science, technology, and health policy advice under a congressional charter. The Research Council is the principal operating agency of the National Academy of Sciences and the National Academy of Engineering.

EExtras

The World Wildlife Fund's 2009 Earth Hour

Individuals, businesses and organizations in 377 cities across 74 countries have already agreed to turn off their lights for 60 minutes on March 28th, 8:30pm, to express their concern for climate change and to call for action from their elected leaders. Read more about WWF's Earth Hour on [WWF's website](#). U.S cities participating are Atlanta, Chicago, Dallas, Miami, Nashville, Las Vegas, Los Angeles, and San Francisco. Outside these cities, everyone in the U.S is encouraged to participate. Find out how you can help at www.earthhourus.org. Resources for young students are available at www.earthhourkids.org. National partners for WWF's Earth Hour are Esurance, Wells Fargo and Cox Conserves.

National Environmental Education (EE) Week

April 13-19, 2008

[Sign up now](#) to participate!

Now in its fifth consecutive year, National EE Week (www.eeweek.org) promotes understanding and protection of the natural world by actively engaging K-12th grade students and educators of all subjects in an inspired week of environmental learning and service before Earth Day.

This year's EE Week theme is "Be Water Wise!"

Registered partners will have access to a wide variety of FREE environmental education resources, including a school water auditing tool and water quality monitoring resources.

Earth Gauge for Kids

Designed for students in grades 5-8, this [Earthgauge website](#) focuses on a different weather-environment theme each month. Students can find an interactive quiz, activity ideas, fun facts, and links to "cool tools" and games on the web.

Classroom Earth

This program from the National Environmental Education Foundation (NEEF) assists teachers and high schools in weaving environmental curricula into core high school classes, from art to science. At www.classroomearth.org, teachers will find classroom resources, information on competitive grant programs, and access to an online community for sharing their interest in and experience with environmental education.

DISCLAIMER: Websites referenced in this publication are solely for information and as a resource to the reader, and does not constitute endorsement, recommendation, or favoring by the AEEA, its Board of Directors or its membership.

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