2018 Environmental Education Conference
Exploring Our Connections through Environmental Education
September 28 - 30, 2018       Canby Grove, Oregon

Conference Strands:

Connections Between the State of Environmental Education in Oregon and Beyond

Connecting Tools, Technology and Science-based Education

Connecting Oregon Communities: DEI Initiatives and Practices in Action

Connecting Nature, Arts, Spirit and Science

Connecting Educators and Students to Outdoor School
Thank you! This conference would not be possible without the assistance and dedication of the following individuals and businesses. Feel free to express your gratitude.

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Friends of Outdoor School:
- Create and grow a network of those throughout Oregon who love and support ODS
- Gather, train and activate ODS advocates
- Champion ODS programming in Oregon and communicate successes and outcomes, challenges and opportunities
- Access grant and other funding opportunities for programs not funded within Measure 99
- Connect volunteers to ODS
- Provide expert referrals to those seeking specific information about Outdoor School in Oregon
- Facilitate networking among ODS sites; Connect ODS sites with potential partners
- Identify potential resources to enable sites to provide a safe and efficient space for students to experience ODS

Please join us! On behalf of Oregon’s children—our future—help Friends of Outdoor School achieve our shared vision: that every Oregon student attends a week of Outdoor School.

Friends of Outdoor School: Your statewide information hub for Outdoor School support and networking.
Connections Between the State of Environmental Education in Oregon and Beyond

Engaging Learners with Oregon’s Ecosystems, from Streams to Trees
Rick Reynolds, Engaging Every Student Saturday, September 29, 9:15-10:45am

Morgan Parks, National Wildlife Federation and Becca Gilbert, Oregon Green Schools Foundation Saturday, September 29, 1:45-3:15pm

Crossing the Waters to Work with Formal Educators: Things you Need to Know About Creating a Bridge Between Informal and Formal Education—Sarah Stapleton, University of Oregon Saturday, September 29, 3:30-4:30pm

EE Activities for a Very Popular Planet—Shirley Long, Western Oregon University Sunday, September 30, 10:30am-12:00noon

Connecting Tools, Technology and Science-based Education
Connecting Kids to the Outdoors with Cross-Age Mentoring—Marie Reeder, Rogue River School District Saturday, September 29, 11:00am-12:00noon

Lessons for Success in the School Garden or Outdoor Classroom—Lucy Miner and Sarah Wheeler, School Garden Project of Lane County Saturday, September 29, 1:45-3:15pm

A New Era of Discovery: Connecting Students to Place Through Arts, Science, and Technology—Sarah Minette Kelly, Oregon State University, H.J. Andrews Experimental Forest Saturday, September 29, 3:30-5:00pm

Connecting Pollination to Food Production through Hands-on Exploration and Service Learning—Kassia Rudd, Oregon Agriculture in the Classroom Saturday, September 30, 10:30am-12:00noon

Connecting Oregon Communities: DEI Initiatives and Practices in Action
Connecting Rural & Urban Communities: Breaking the perceived barriers with intentional, place based environmental education—Karelia Ver Eckro, Kora Mousseaux and Clint Nichols, JSWCD—Jackson Soil & Water Conservation District Saturday, September 29, 9:15-10:45am

Reflecting on Personal Perspective: A Tool for Educators—Sarah Anderson, The Cottonwood School of Civics and Science Saturday, September 29, 11:00am-12:00noon

Cultural Curiosity in the Outdoor Classroom—Robin Butterfield, Winnipeg Tribe of Nebraska with ancestry from the White Earth Ojibwa Tribe of Minnesota, Education Carre Gresn, Nihlimpu, Traditional Ecological Knowledge/Chemistry/STEM Education Saturday, September 29, 1:45-3:15pm

Sail to Soil: Inquiry into Pan-African Earth Connection—Danielle Jones, KancPix Saturday, September 29, 3:30-4:30pm

Developing Culturally Responsive Outdoor Education—Antonia Deker and Lena Baasum, Straub Environmental Center Sunday, September 30, 10:30-12:00 noon

Connecting Nature, Arts, Spirit and Science
Connecting Outdoor School and EE with Arts & Creative Writing—Tania Maljensky, WAmAmte Partnership Saturday, Sept. 29, 9:15-10:45am

An Experiential Introduction to Sharing Nature Activities—Roy Simpson, RangerRoyExplore.com Saturday, September 29, 11:00am-12:00noon

Establishing Connections in Environmental Science by Engaging Learners and Integrating Relevance, Responsibility, and Resilience—Valerie Stephan-LeBlond, The Animals’ Trail Saturday, September 29, 1:45-3:15pm

From Hopelessness to Love: Countering Narratives of a Dystopian Future—Laurel Anna Moosbier, The Cottonwood School of Civics and Science & Doctoral Student at Portland State University Saturday, September 29, 3:30-5:00pm

Using Primitive Skills to Teach About the Natural World—2 session options available—Tori Lynx, Cascadia Wild Saturday, September 29, 9:15-10:45am; Sunday, September 30, 10:30am-12:00noon

Connecting Educators and Students to Outdoor School
Fostering Creativity and Ingenuity in Outdoor Classrooms—Kirsten Haugen, Nature Explore Saturday, September 29, 9:15-10:45am

Outdoor School for ALL Diversity and Inclusion—Stefan Brown, Oregon Environmental Literacy Program; Spirit Brooks, Oregon State University Extension Saturday, September 29, 11:00am-12:00noon

Outdoor School Field Study Activities in Rotation—Sample what is offered to students here at Cardy Grove—Jennifer Bacham and Andrea Hussay, Multnomah Education Service District Saturday, September 29, 1:45-3:15pm

Outdoor School: The Value of High School Leader Participation—Jennifer Bacham and Andrea Hussay, Multnomah Education Service District Saturday, September 29, 3:30-4:30pm

Stewardship Based Ocean Education & Talking Trash—Lisa Habacker and Poonia Rice, Haystack Rock Awareness Program Saturday, September 30th, 10:30am-12:00 noon

Special Sessions:
Opening Keynote: “Our Climate, Our Future”- Our Children’s Trust Lawsuit Against the Federal Government—Coral Ray-Wright, Our Children’s Trust—Friday, September 28, Keynote, 7:15-9:30pm including “Reluctant Radical” Documentary Film—Attendance: Ken Ward, Movie Protagonist
Two Lunchtime Sessions:
*Symphony for Nature* Film—Saturday, September 29, 1:00-1:30
Assessing Equity in Environmental Education—Torey McClain and James Sterrett, Lower Columbia Estuary Partnership Saturday, September 29, 1:00-1:30pm

Last Morning Keynote: *As It is Above; It is Below*—A .Kelley, Anthroposophist, Artist and the Director of the Native Skywatchers Sunday, September 30, 9:00-10:15am

Facilitated Networking Session Bridging All Strands: The Ecosystem of Outdoor Education—Exploring our Connections through Outdoor Education—Bethany Shetterly Thomas, ECO—Ecology in Classrooms and Outdoors Sunday, September 30, 9:00-10:15am

Field Trips: Champogna State Park Environmental/Cultural History Interpretive Tour (two sessions available)—Friday, September 28, 3:00-4:30pm OR Saturday, September 29, 10:45-12noon

Meet Our Board, Staff and Contractors:

**Our Mission**
To cultivate environmental literacy and engagement among diverse community

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Environmental Education Association of Oregon

2018 Conference

A Welcome Message from your Conference Coordinator:
As we explore our connections through environmental education this weekend, my hope is that this conference will be a rich experience for all of us and that we will come away with new ideas and new friends. I also hope there will be a time and place in this camp setting where we can deepen our connection to nature. We have an opportunity to see this special place through the eyes of the students who come here each year for Multnomah ESD Outdoor School, and enjoy a glimpse of how they experience these woods, this river.

My deepest hope is that we return home with a restored passion for the work we do. Our lives are busy and complex, and we are living in challenging times. But we have an opportunity here to slow down and find beauty, peace, and inspiration. May you find special moments of clarity and harmony over the next few days. With that in mind, I wanted to share with you the insight that Mary Oliver provides in her poem “What We Want.”

Know that you are appreciated and that our time together this weekend celebrates each of you, as well as your work. Your input is welcome, including concerns and also ideas for how we can make this experience even better. If for some reason you are not finding me and you want to be in touch, please feel free to call, text, or email, but not early, early morning. : )

541.864.0269 cell | karinonkkaedesign@gmail.com

Thank you for being here! Karin Onkka
Strand: Connections Between the State of EE in Oregon and Beyond

Saturday, September 29th, 9:15am - 10:45am
Engaging Learners with Oregon’s Ecosystems, from Streams to Sagebrush

Rick Reynolds
Engaging Every Student & ShareOregon

Learn hands-on strategies to engage students in thinking about Oregon’s ecosystems and their fascinating organisms, from crayfish to coyotes. We will explore lessons that dive deep into our native and invasive species and the connections between them from free resources including Investigating Crayfish + Their Ecosystems (coming soon) and Inquiry, Exploration, and Service Learning in the Sagebrush Ecosystem. Participants will conduct line transects, set traps for crayfish, analyze skulls, integrate systems thinking, art, technology, and more!

Rick Reynolds has been a passionate educator and developer of educational resources for 25 years. Through Engaging Every Student, he creates curriculum and multimedia resources with partners such as the U.S. Fish & Wildlife Service, BLM, SOLVE, and PBS. His work helps all ages connect with nature, including The EverGreen Twins Activity Book, SOLVE’s Environmental Service Learning curriculum, Marco the Molecule, and Inquiry, Exploration, and Service Learning in the Sagebrush Ecosystem.

Saturday, September 29, 1:45 - 3:15pm

Morgan Parks
National Wildlife Federation
Becca Gilbert
Oregon Green Schools

Oregon Green Schools and National Wildlife Federation’s Eco-Schools USA are green school programs that empower PK-12 students to take sustainable action in their communities and become stewards of their environment through place-based authentic learning. By learning about waste, energy, wildlife and water systems, students will measure the difference they make in their schools, translating into positive impacts for our planet.

Whether you’re a formal or non-formal educator, your engagement with students can help schools earn recognition and awards for anything from resource conservation to raising salmon/trout in the classroom or learning about monarch butterflies and other wildlife. Come learn about our pathways of sustainability, help conduct an outdoor Schoolyard Habitat audit, and discover how schools can become certified by providing essential wildlife habitat elements. Benefits of our programs include improved environmental literacy and connection to nature, a reduced carbon footprint, alignment with education standards (NGSS/CCSS/NSES/OELP), active STEAM learning, lesson links and curriculum, free resources, financial savings, signage, and more. We will conduct an outdoor Schoolyard Habitat audit (assessment) of the camp facility and grounds as well as complete a Certification Checklist of present wildlife habitat components.

Morgan Parks, Oregon Education Coordinator - National Wildlife Federation, received her B.S. in Natural Resources from OSU and has 8 years’ experience in community education and engagement having previously worked for the Natural Resources Conservation Service, SOLVE, and the Clackamas River Basin Council. She leads education programming including Eco-Schools USA, Garden for Wildlife (Certified Wildlife Habitats and Schoolyard Habitats), and salmon education initiatives (Fish Eggs to Fry) with NW Steelheaders.

Becca Gilbert graduated with an Elementary Education degree from Indiana University, then taught in Kenya before returning to teach in rural Kentucky for two years. Her she worked on Green School Programs and the Kentucky NEED program. She moved to Bend in 2015 to enjoy the lifestyle of the Pacific Northwest. She worked with Camp Tamarack Outdoor School as a field instructor for one season, which led to her role as Campaign Organizer for the Save Outdoor School campaign. She currently is a sustainability educator at The Environmental Center teaching students about waste, energy and climate change and assisting schools through the Oregon Green School certification.

2018 Environmental Education Conference Presentations By Strand

Special Sessions: Sunday Morning Sessions

Sunday, September 30, 9:00-10:15am
INSPIRATIONAL LAST MORNING KEYNOTE: “As It Is Above; It is Below-Kapemni Doorways in the Night Sky”

Professor Annette Lee, Department of Physics and Astronomy
St. Cloud State University

Presented here will be indigenous teachings involving constellations such as: Blue Spirit Woman-To Win’?un Win, Maang-Loon, and The Hole in the Sky-Bugenqagh, from the North American tribes: Ojibwe, Dr?akota, and Ininew. These familiar stars of the Northern Hemisphere night skies have important teachings that embody the crucial relationship between the Sky-above, the Earth-below, and our part at this doorway.

Annette S. Lee is an astrophysicist, artist and the Director of the Native Skywatchers research and programming initiative with three decades of experience in education as a teacher, university instructor, teacher educator, program administrator, professional visual artist, and researcher. The overarching goal of Native Skywatchers is to communicate the knowledge that indigenous people traditionally practiced a sustainable way of living and sustainable engineering through a living and participatory relationship with the above and below, sky and earth. We hope to inspire all people to have a rekindling or deepening sense of awe and personal relationship to the cosmos.

Sunday, September 30, 9:00-10:15am
FACILITATED NETWORKING SESSION BRIDGING ALL STRANDS: The Ecosystem of Outdoor Education: Exploring our Connections through Outdoor Education

Bethany Shetterly Thomas
ECO - Ecology in Classrooms and Outdoors

The Oregon Environmental Literacy Program (OELP) positions Oregon as a national environmental education leader by fostering environmental literacy at every grade level, K-12. What a lucky position for our students to be in, and what a great opportunity for us as EEAO members to support them.

With limited state funding available for the OELP, our organizations and foundations work together to help make the OELP substantial and meaningful. In working together, we are capable of bringing the students of Oregon outstanding experiences in and about nature. In order to better work together, we need to better know each other. There are so many hidden needs and resources amongst our own EEAO community. By getting to know each other and our organization’s better, we can better partner with one another, to provide outstanding environmental education opportunities for the students and teachers of Oregon.

In this session, we will all share about ourselves, as well as our organization’s needs, resources and hopes and plans for the future. In developing our understanding of one another, we will build and strengthen relationships - the foundation of strong partnerships.

In addition to conversation, I will share some research, for background, on networks. This session will include indoor and outdoor activities, beginning with the “Natural Networks” activity outdoors followed by a “Rapid Collaboration” exercise indoors, when participants can openly share their needs and ideas, and respond to the needs and ideas of others.

Bethany Shetterly Thomas, a native Oregonian, was inspired to pursue environmental education through her own experiences in Outdoor School. In 2005, Bethany co-founded Ecology in Classrooms and Outdoors (ECO), a nonprofit, inspiring elementary school students to connect to the natural world through hands-on ecology experiences. To date, ECO has served over 20,000 students. Bethany is an Environmental Leadership Program Senior Fellow and alumna of Oregon Environmental Council’s Emerging Leaders Board.

Thank you to our generous Steward-Level Sponsors!
They are being honored in the following session rooms:

Grapevine
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2018 EEAO Conference

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**Special Sessions: Optional Lunch-time Sessions**

**Saturday, September 29, 1:00-1:30pm**

*“Symphony for Nature” Film*

Anne Flatte
Director/Producer

**Note from your conference coordinator:** Take a well-deserved break after lunch and join us for this beautiful and breathtaking film. You are sure to leave feeling refreshed and rejuvenated! I viewed this film at the Ashland Independent Film Festival in April and couldn’t wait to share it with all of you. With over 130 musicians, including the Britt Orchestra, Klamath drummers and talented vocalists, clips of the rehearsals and the performance take place at the edge of Crater Lake - Oregon’s precious natural, spiritual resource and its one and only national park. An uplifting and rich experience, with amazing historic photographs from Peter Britt set to the contemporary score, you’ll be ready to dive back into conference sessions feeling joyful and inspired!

When classical musicians are joined by Klamath drummers for an extraordinary world premiere inspired by Oregon’s breathtaking Crater Lake, deep connections between people, art and nature are revealed in an environment rich with historic and spiritual significance. This new half-hour documentary artfully portrays the world premiere of “Natural History,” the powerful composition by Michael Gordon inspired by and performed at the edge of legendary Crater Lake. The original score, commissioned by the Britt Music & Arts Festival in honor of the centennial of America’s National Park Service, brought members of the Britt Orchestra together with a diverse ensemble of musicians, including the Klamath tribe family drum group Steiger Butte Singers, regional choralists, brass and percussionists, led by charismatic conductor Teddy Abrams. Gordon met with the Steiger Butte Singers during his artist-in-residency at Crater Lake, also known as “giiwas” to the Klamath people, which translates to “spiritual place.” His meeting with the Klamath drum group, along with his research about how historical figures like Henry David Thoreau and early pioneers thought about nature, influenced both the music and the text of “Natural History.” The film shows rehearsals, interviews and excerpts from the first performances, weaving in origin stories and historical accounts from first visitors to the natural wonder which inspired the music. The result is a dynamic interaction between an extraordinary work of musical art and its spectacular setting that reveal the eternal power of Crater Lake.

**Assessing Equity in Environmental Education**

Tony McLean and James Sterrett
Lower Columbia Estuary Partnership

As an environmental educator, have you wondered “How many of our students receive environmental education each year? Which schools aren’t receiving class lessons and field trips? Are we serving all communities equally?”. To help answer these questions and more The Estuary Partnership has developed a new tool that will highlight our regional environmental efforts and lead to a better understanding of the distribution of environmental education programs in the Portland metro area. Join us for the unveiling of our GIS map of environmental equity and a lively discussion on how this tool can help your organization goals and how we can refine and improve this tool. We hope the GIS map will promote greater equity in education programming.

**EE Activities for a Very Popular Planet**

Shirley Lomax
Western Oregon University

Discover lively, interdisciplinary activities that help elementary students understand the human ecological footprint and the challenges of sharing finite resources as our population grows. Build science, math, literacy and critical thinking skills while fostering global and civic awareness. A variety of activity formats – simulations, games, cooperative group work – aim for inclusiveness for students with different learning styles. Receive electronic lesson plans matched to NGSS, Common Core and OELP standards. Participants will engage in “Panther Hunt”: Every piece of land has a limited carrying capacity for the number of animals and/or humans it can support. In this simulation game (outdoors or indoors), students gain an understanding of carrying capacity when they act as predatory animals in a finite area and attempt to accumulate enough food to stay alive. Follow-up discussion considers different variables that could affect the animals’ survival and comparing/contrasting human needs with needs of other species.

**Crossing the Waters to Work with Formal Educators: Things you Need to Know About Creating a Bridge Between Informal and Formal Education**

Sarah Stapleton
University of Oregon

Sarah will draw on her experiences as a former public school teacher who partnered with EE groups, and a current teacher educator and researcher working with EE organizations and teachers to help EE practitioners think about the differing contexts and worlds of practice of formal education. We will engage in a number of hands-on activities to allow participants to bring in their own experiences and questions about working with teachers, schools, and the Next Generation Science Standards. In this session, I will ask all participants to do a chalk and talk, using post-it notes to pose questions/answers they have. I will also do a walk-the-line activity to formatively assess where people are in terms of their comfort level and experience in working with formal educators. If I have other formal educators in the session, I will allow them space to answer questions as well. (Activities can be done indoors or outdoors.)

**Creating a Bridge Between Informal and Formal**

**Saturday, September 29, 3:30 - 4:30pm**

**Sunday, September 30, 10:30am - 12:00noon**

**Connecting Kids to the Outdoors with Cross-Age Mentoring**

**Special Sessions: Optional Lunch-time Sessions**

**Saturday, September 29, 11:00am-12:00noon**

Mario Reeder
Rogue River School District

I will share my experiences recruiting high school and junior high mentors to work with 5th and 6th grade classes for the past six years, delivering several in-class activities (e.g., building clay models of our watershed) and hosting two field days annually, as well as...
**Strand: Connecting Tools, Technology and Science-based Education**

as guiding our students on tours of the drinking water and waste water treatment plants in Rogue River. The program builds interest in our high school’s FFA program, a high school Adopt-a-Stream project with the BLM, and schoolwide mentoring programs, and has offered college tours and a summer field biology class based on local impacts of climate change. We are now graduating students who have participated as volunteers for four and five years. The program also is a cost and time effective way to get our rural isolated and low income students outdoors regularly. We will participate in some or all of the following as time allows: Exploring the greenhouse effect with canning jars and thermometers; balloons full of water and air; test tubes of water and rulers. Introducing watershed shed geography with a coordinate graph, using a gridded tarp to have participants walk to points and learn to associate cardinal directions with positive and negative numbers before we move to paper mapping.

Marie Reeder graduated from Reed college, has a MAT from Southern Oregon University and taught in a classroom for 20 years, most of them in alternative education. Before entering public school education, she started an outreach program (the Zoo to You) for Portland Parks and Recreation, taught interdisciplinary workshops on watershed and energy themes for the Children’s Museum of Portland, and traveled in several western states with a wildlife presentation for National School Assemblies.

**Saturday, September 29, 1:45 - 3:15pm**

**Lessons for Success in the School Garden or Outdoor Classroom**

Lucy Miner and Sarah Wheeler

School Garden Project of Lane County

During this workshop, presenters will share a lesson series designed for educators to help students strengthen their sense of place and connection to their school garden or outdoor classroom of any kind. These hands-on, standards-based activities are focused in the subject areas of art, writing, science, and data collection. They can be stand-alone, or practiced throughout the year and over the seasons, with many lesson extension ideas. Participants will practice the botanical illustration activity and come away with all of the lesson plans and worksheets, in addition to resources around creating a successful routine and best practices for outdoor classroom management.

Throughout the workshop, participants will learn strategies for designing inclusive lessons that support students with varying learning needs. We will model the introduction of the botanical illustration lesson and lead participants through the activity using the accompanying work sheet. During this time, we will point out components of the lesson that incorporate inclusive strategies for supporting students with varying learning needs. Additionally, participants will engage in a scavenger hunt designed to help educators evaluate the key considerations for using any space as an outdoor classroom.

Lucy Miner, Program Director and Garden Educator for School Garden Project of Lane County, has 6 years of experience in environmental education, which includes facilitating lessons in a variety of ecosystems, coordinating volunteers and young educators, and incorporating standards-based curriculum into the outdoor classroom. At School Garden Project, Lucy coordinates educational programs with partner schools, supports garden educator staff, and leads hands-on science lessons in school gardens with elementary school students.

Sarah Wheeler has 6 years of experience as an environmental educator in school gardens. At School Garden Project, Sarah is a Garden Educator, leading hands-on science lessons in school gardens with elementary students, and Support Services Coordinator, a program which offers resources, consultation, and gardening advice to educational gardens in Lane County and beyond. Sarah has led workshops on outdoor classroom management and school garden development.

**Saturday, September 29, 3:30 - 5:00pm**

**A New Era of Discovery: Connecting Students to Place Through Arts, Science, and Technology**

Sarah Minette Kelly

Oregon State University, H.J. Andrews Experimental Forest

The Discovery Trail at the H.J. Andrews Experimental Forest (HJA) is a one-mile, ten-stop loop, representing a microcosm of HJA aquatic and terrestrial ecosystems. We created the Discovery Trail Interpretative Experience for local middle and high school students who have participated as volunteers for four and five years. The program also is a cost and time effective way to get our rural isolated and low income students outdoors regularly. We will participate in some or all of the following as time allows: Exploring the greenhouse effect with canning jars and thermometers; balloons full of water and air; test tubes of water and rulers. Introducing watershed shed geography with a coordinate graph, using a gridded tarp to have participants walk to points and learn to associate cardinal directions with positive and negative numbers before we move to paper mapping.

**Special Sessions: Field Trip, Opening Keynote, and Spiritual Song Circle**

**Friday, September 28, 3:00-3:40pm OR Saturday, September 29, 10:45-12noon**

**Champoeg State Park Environmental/Cultural History Interpretive Tour**

Daniel Klug, Interpretive Park Ranger

Oregon Parks and Recreation

Champoeg State Park features a unique combination of history, nature, and recreation. This is the site where Oregon’s first provincial government was formed by an historical vote in 1843. Situated on the south bank of the scenic Willamette River, Champoeg’s acres of forest, fields, and wetlands recreate the landscape of a bygone era. Join Ranger Daniel Klug as he brings history to life through a 40-minute interpretive tour. *Prior sign-up required.*

**Friday, September 28, 7:15-9:30pm**

**OPENING KEYNOTE: “Our Climate, Our Future”** - Our Children’s Trust Lawsuit against the Federal Government

Coreal Riday-White Esq., Our Children’s Trust

Ken Ward, Movie Protagonist

Youth are no longer content waiting for adults to combat the climate crisis. Twenty one youth from across the country have taken the leading greenhouse gas emitter, the US government, to court. Finding that “the right to a climate system capable of sustaining human life is fundamental to a free and ordered society,” a federal judge gave the youth’s case, *Juliana v US,* the green light to go to trial. On October 29th, 2018, what some in the climate movement are calling the “trial of the century” will begin right here in Oregon, at the federal courthouse in Eugene! Coreal Riday-White is the Community Engagement Manger for Our Children’s Trust, the organization supporting the youth plaintiffs, and will present on the legal and factual basis of the case, as well as what a win for the youth plaintiffs means for us all.

The Reluctant Radical follows Ken for a year and a half through a series of direct actions, culminating with his participation in the coordinated action that shut down all the U.S. tar sands oil pipelines on October 11, 2016. The film reveals both the personal costs and also the fulfillment that comes from following one’s moral calling, even if that means breaking the law. Ken Ward has no regrets, and his certainty leaves the audience to consider if he is out of touch with reality, or if it is the rest of society that is delusional for not acting when faced with the unsettling evidence that we are collectively destroying our world.

Director Lindsey Grayzel, co-producer Deia Schlosberg and cinematographer Carl Davis were three of four independent filmmakers to be arrested and charged with crimes for filming the activists on October 11, 2016. Their charges have been dropped, and they have joined forces to tell Ken’s story through this film.

* Introductions, audience participation and Q&A will be facilitated by Joshua Frankel, Program Coordinator of Partners for Sustainable Schools.

**Saturday, September 29, 7:00-8:00am**

**Taižė song circle:** spiritual singing from the traditions from the Taižė and Findhorn communities

Roy Simpson

RangerRoyExplore.com

Meet me at the camp bell for this special offering. We’ll find a suitable place in nature for early morning spiritual singing.
experience for younger students. The vast majority of our Student Leaders participated in the program as 6th-grade students and are returning to be volunteers because of their 6th-grade experience.

Having a High School Student Leader pilot component is a unique model and presents some incredible opportunities for building skills and leadership over time. In this segment, we will present an overall view of the recruitment and leadership program, its challenges and opportunities, as well as the positive effects it has on the overall program.

Jennifer Basham, a native Oregonian and a product of Outdoor School, brings over 12 years of experience working with all ages of children in both residential and classroom settings. Jennifer has earned 4th and 5th grades, served as a site supervisor at outdoor school programs for NWRESD and MEUSD, and has served in supervisory positions for summer camps throughout Portland. Jennifer holds an Oregon State Teaching License and her Master’s of Science in Educational Leadership and Policy from Portland State University as well as an Oregon Administrators License.

Andrea Huusey was bread and buttered in Portland Oregon. She attended Howard Outdoor School as a 6th grader and loved it. She returned as a student leader and Animals Field Instructor at Collins and became a Site Supervisor in 2003. Andrea has been the Site Supervisor of the Arrah Wanna, Howard, and Angelos sites. Andrea holds a degree from the University of Oregon in Environmental Studies and Womens’ Studies, and she worked in the reproductive justice movement as a patient advocate and helped to start a non-profit hotline for women.

Sunday, September 30th, 10:30am - 12noon
Stewardship-Based Ocean Education & Talking Trash
Lisa Habecker and Pooka Rice
Haystack Rock Awareness Program

Haystack Rock Awareness Program Staff, having educated countless numbers of visitors and students over the past 32 years at Haystack Rock, will discuss our unique brand of stewardship-based ocean education; focusing on hands-on experience in conjunction with citizen science and art.

During our presentation, participants will have the opportunity to touch and examine shells, bird parts, and other exciting bits of our marine collection from the Rock. Participants will learn about our inclusive, outdoor education model, how we run our and coordinate our field-trips and will additionally have the opportunity to participate in a marine-debris art activity which can be taken back as a fun and informative classroom or outdoor education activity.

This hands-on activity includes sifting sand to discover microplastics, while discussing how microplastics (aka, trash) impact our ocean and terrestrial ecosystems, then encapsulating said microplastics into a glass “keepsake jar” which can be worn as a necklace or fashioned into a keychain. The goal of the activity is to raise awareness about plastic ocean pollution and continue the discussion into every day conversation.

Lisa Habecker, having grown up in Sacramento, California, and wildly inspired by marine biodiversity, has been educating students, visitors, staff and volunteers at the Rock for the past 16 years. Nicknamed, the “nudibranch Queen” for her love of the intertidal invertebrates, her knowledge, advocacy of, and passion for the ocean and marine ecosystems are only surpassed by her love of her family and thoughtfulness as an educator.

Pooka Rice has a widely dynamic background, with her main inspirations in life found in art, the ocean and education. Having worked all over the country in a variety of disciplines, she has felt most at home working with art as a medium to educate and inspire. As a technical writer, she has put her skills to excellent use, writing grants and raising funds to grow local art and education programs, like HRAP.

Recreation Options at Canby Grove

- Ping pong
- Archery
- Frisbee
- Carpet ball
- Pickleball
- Cornhole
- Inner tube or dip your toes in the Molalla River
- Soccer
- Volleyball
- Horseshoes
- Football
- Walking trails

Recreational activities are free for Canby Grove guests. Canby Grove offers the following recreational activities:

- Basketball
- Tennis
- Ping pong
- Frisbee
- Archery
- Pickleball
- Cornhole
- Walking trails

The schedule varies by day. Check the website for the most up-to-date schedule.

By definition, rural and urban communities are different. But as society has become more mobile, more educated, and more heterogeneous, how different are these communities, really? A current literature review of environmental education and environmental science classes to engage with place through an iPad-delivered arts, humanities, and conservation science field trip curriculum. The iPads enable both an innovative learning experience and data collection for assessment.

The digital curriculum blends place-based ecological research by HUA scientists and place-based creative inquiry by visiting writers and artists. The field science content covers NGSS crosscutting concepts like stability and change, patterns, cause and effect, and systems. The iPad curriculum invites students to reflect on their values for forests, imagine the perspective of forest creatures, and explore questions about surroundings they observe, like rotting logs, forest disturbances, and dry streambeds. Students view images of record floods on Lookout Creek, watch videos of red tree voles high in the canopy, listen to Native American stories, read poetry written in the forest, and investigate watershed data over time. We also incorporate opportunities for students to put down the iPads and engage with the forest directly through activities like a silent sensory walk and sound mapping.

During this conference session, participants will first embark on a virtual journey to the Andrews Forest Discovery Trail, imagining a typical day for students who visit the forest on field trips. Then, participants will venture outside for a silent sensory walk and explore one Discovery Trail stop on mobile technology. I will present research findings about the student and teacher experience and share challenges and solutions to using electronics in place-based education. Participants will have an opportunity to ask questions at the end of the session.

Sarah Kelly recently graduated from Oregon State University with an M.A. in Environmental Arts & Humanities. Her research project was based at the H.J. Andrews Experimental Forest where she led field trips and research efforts for the Discovery Trail Interpretive Experience. Prior to graduating from a master’s degree in Communications and a minor in World Cultures and Literatures. Other collaborators on the project (not presenting): Kari O’Connell, Lissy Goralski, Mark Schulze, Michael Nelson.

Saturday, September 29, 9:15 - 10:45am
Connecting Rural & Urban Communities: Breaking perceived barriers with intentional, place-based EE
Karelia Ver Ecke, Kora Mousseaux and Clint Nichols
JSWCD - Jackson Soil & Water Conservation District
perceptions in communities around the world indicate that when we get down to the nuts and bolts of it, a rural resident may be just as likely, maybe even more likely, to have conservation and environmentally oriented values. Conversely, an urban resident may be deeply connected to natural resources, despite being far removed from them. In a world where we are continuously bombarded by media, how does the media we are fed and consume influence our values? How does our place of socialization shape our behavior? How can we create lasting, intentional, place-based, and realistic environmental education opportunities for a diverse audience? Are our current perceptions hobbling our successes and approaches in Oregon’s communities? During this session we will explore these questions and associated explanations and theories through a presentation, and interactive role-play session with session attendees.

Karelia Ver Eckel, her husband, young daughter, and dog live and work in the Rogue Valley. Karelia’s background is diverse and includes spending. at JSWCD as a plant and habitat technician and aquatic conservation technician, and as an adjunct professor, environmental educator, and ski bum. Karelia’s passion is to bring people together to improve and better understand the landscape in which they live through hands-on experiences with their own communities.

Kara Moussaau graduated from Southern Oregon University with a Bachelor’s in Environmental Studies and a concentration in Land Use Planning. Her work at JSWCD provides technical, financial, planning, and design assistance to urban landowners and other clients to implement stewardship projects that protect and conserve our natural resources. Such natural resource concerns include water quality, soil erosion, invasive plants, riparian health, and stormwater runoff/flow impact development.

Clint Nichols provides technical assistance to help rural landowners develop land-use plans that conserve water, maintain water quality, improve soil health, reduce runoff, and restore and maintain healthy and fire resilient forests, while preparing for economic benefits from working the land through JSWCD. Much of his educational background applies to rural landowner challenges and his knowledge includes soil science, plant, fire and aquatic ecology, hydrology, hydrogeology, environmental policy, ecological economics, and resource management.

Saturday, September 29, 11:00am - 12:00 noon
Reflecting on Personal Perspective: A Tool for Educators
Sarah Anderson
The Cottonwood School of Civics and Science
How do we prepare ourselves to teach diverse perspectives within environmental education? How can we ready ourselves to meet our students where they are instead of making assumptions about their beliefs and experiences? At the Cottonwood School of Civics and Science, we use a simple reflection tool to help examine our personal values, assumptions, and biases concerning content before we teach it. In this workshop you will see the practice modeled and have the opportunity to practice self-reflection using your own topics. You will also come away with a greater understanding of the many ways place-based education and culturally responsive teaching naturally overlap.

Sarah Anderson taught middle school at The Cottonwood School of Civics and Science in Portland before becoming their Fieldwork and Place-Based Education Coordinator. She leads workshops and mentors teachers in place-based curriculum design through a school-sponsored effort to disseminate PBE across Oregon. Anderson has written for Teaching Tolerance and Educational Leadership, among others, and her book Bringing School to Life: Place-based Education across the Curriculum was published last fall.

Saturday, September 29, 1:45-3:15pm
Cultural Curiosity in the Outdoor Classroom
Robin Butterfield
Winnebago Tribe of Nebraska with ancestry from the White Earth Ojibwa Tribe of Minnesota, Education
Carra Greene
Nimiipu, Traditional Ecological Knowledge/Chemistry/STEM Education
Culture is something everybody has. With a willingness to be curious, participants will gain cultural self-awareness and cross-cultural understanding to help educators and students become co-responsible for building healthy communities. This workshop will provide guiding principles and activities for educators to engage students on a journey of inclusivity from an indigenous perspective in an attend - seventy-five percent attended in 2017/8. Who is missing and why? How does outdoor school vary statewide? What are the common outcomes across diverse programs serving diverse audiences?

Steven Braun Dr. Braun is an environmental science and education consultant. He earned his Ph.D. in Earth, Environment and Society from Portland State University in 2015, studying educational and ecological impacts of Environmental Service-Learning; he holds a Master’s degree in Special Education. His research and leadership activities include coordinating the Lane County STEM Hub and serving on the Oregon Environmental Literacy Program Council where he leads a team investigating outcomes of outdoor school. He has authored publications in Environmental Education Research, the Green Teacher and in the book Teaching About Invasive Species. He has taught as a certified teacher in four states and led professional learning activities for in-service and pre-service educators in STEM, Environmental Education, Service-Learning and Inquiry.

Spirit Brooks Dr. Brooks is the Research, Evaluation, and Assessment Coordinator for Outdoor School/OSU Extension. She earned her PhD from the University of Oregon in Critical Sociosocial Studies in Education in 2017, studying teaching practices in college access programs that catered to under-served students in elementary, middle, and high school; and she holds a Master’s degree in Women and Gender Studies and Anthropology. Past research includes leading a study of Native women leaders in the Environmental Justice movement, research and development of best practices in implementing Native Studies curriculum in K-12 schools, and collaborative research ethics, particularly decolonizing research practices. Dr. Brooks has authored peer-reviewed publications in the Journal in Family and Diversity in Education, the Qualitative Report, the High School Journal, Gender and Education, and the International Journal of Qualitative Studies in Education. Dr. Brooks is also affiliated faculty in the College of Education at Oregon State University, teaching Ethnographic Methods, and has taught Educational Foundations and the Cultural Context of Schooling in the College of Education at the University of Oregon.

Saturday, September 29, 1:45-3:15pm
Outdoor School Field Study Activities in Rotation: Sample what is offered to students at Canby Grove
Jennifer Basham and Andrea Hussey, Multnomah Education Service District
During every full day at Multnomah Education Service District (MSED) Outdoor School at Canby Grove, there are five to six hours of dedicated time to hands-on science learning. During Field Study, 6th graders have the opportunity to learn about the natural places they live in or near. Through a series of lessons that incorporate science, art, writing, math and engineering, students get the chance to explore, hypothesize, make observations, record findings, and conduct tests. Through the natural field science, students can gain an understanding of how natural systems work and the relevance of local places to their lives. In this segment, we will be introducing participants to a selection of MSED Field Study activities. This will include a Field Study tour along with some of our High School Student Leaders who will guide you through the activities and a Q & A at the end.

Jennifer Basham, a native Oregonian and a product of Outdoor School, brings over 13 years of experience working with all ages of children in both residential and classroom settings. Jennifer has taught 4th and 5th graders, served as a site supervisor at outdoor school programs for NWRESD and MSED, and has served in supervisory positions for summer camps throughout Portland. Jennifer holds an Oregon State Teaching License and her Master’s of Science in Educational Leadership and Policy from Portland State University as well as an Oregon Administrators License.

Andrea Hussey was bread and buttered in Portland Oregon. She attended Howard Outdoor School as a 6th grader and loved it. She returned as a student leader and Animals Field Instructor at Collins and became a Site Supervisor in 2003. Andrea has been the Site Supervisor of the Arah Wann, Howard, and Angelos sites. Andrea holds a degree from the University of Oregon in Environmental Studies and Women’s Studies, and she worked in the reproductive justice movement as a patient advocate and helped to start a non-profit hotline for women.

Saturday, September 29, 3:30-4:30pm
Outdoor School: The Value of High School Leader Participation
Jennifer Basham and Andrea Hussey, Multnomah Education Service District
Multnomah Education Service District (MSED) Outdoor School has been utilizing the help of high school volunteers since 1966. Over the 52 years of the program, there have been approximately 70,000+ high school students that have volunteered as Student Leaders. Their primary roles are to assist program staff in supervision, science instruction and to be helpers in the overall day-to-day operations.
Strand: Connecting Nature, Arts, Spirit and Science

Saturday, September 29, 9:15-10:45am OR
Sunday, September 30, 10:30am-12:00noon

Using Primitive Skills to Teach About the Natural World

Teri Lysak
Cascadia Wild

Primitive skills provide a way for people to interact with the natural world. These skills encompass both ancient hunter-gatherer technologies – fire, sharp things, string, and carrying containers – as well as basic survival needs – shelter, water, and food. This presentation will share the basics of each of the skills and tips on how to teach them both in the classroom and in the field. Interacting with the natural world in this way facilitates learning and helps people develop a sense of place. Hands-on activities are site and time dependent and could include making string from plants collected on site, tasting edible plants, trying different fire tinders, building a small debris shelter, or breaking river rocks to create sharp edges.

Teri Lysak teaches animal tracking, wild plant foraging, and primitive skills, and works for the nonprofit Cascadia Wild running a community science project called the Wolverine Tracking Project. The team is busy organizing volunteers to carry out carnivore surveys on Mt Hood. Prior to this, she worked as a forester for the Washington Dept of Natural Resources and the US Forest Service and holds a MS in Forest Ecology from Oregon State University.

Strand: Connecting Educators and Students to Outdoor School

Saturday, September 29, 9:15-10:45am

Fostering Creativity and Ingenuity in Outdoor Classrooms

Kirsten Haugen
Nature Explore

Both children and adults learn not only by being told but through first-hand and interactive experiences and reflection. In this highly interactive outdoor session using participant narratives and photographs from outdoor classroom documentation, we’ll move, explore, discuss and put our minds to work in detail the qualities of time, space, resources and relationships that foster creativity and ingenuity in outdoor classrooms. Taking into account the qualities of these four dimensions provides a provocative way to think about outdoor education and may help participants move from a more didactic approach. We’ll compare our findings with recent research on the topic from Nature Explore and The Outdoor Classroom Project. After this session, you’ll be prepared to think more critically about how you offer effective outdoor educational experiences with young children.

Kirsten Haugen is a writer, workshop leader and educational consultant. Kirsten Haugen works nationally and internationally with children and adults to explore and create innovative educational opportunities related to connecting children with nature, universal design for learning, inclusive education, and indoor and outdoor classroom design. She currently works primarily with natureexplore.org and worldforumfoundation.org, as well as a volunteer and board member for nearbynature.org, and grant writer and volunteer for cielodeamor.org.

Saturday, September 29, 11:00am-12:00noon

Outdoor School for All! Diverse Programming and Impacts in Oregon

Steven Braun
Oregon Environmental Literacy Program

Spirit Brooks
Oregon State University Extension

Oregon’s legislative charge, providing Outdoor School for All has begun! Every fifth or sixth student in Oregon will ultimately attend an outdoor setting and will include a discussion led by a Native leader in Traditional Ecological Knowledge on what matters most when teaching about place from a multicultural framework. Participants will engage in activities adapted from and learn about guidelines associated with REACH (Respecting Ethnic And Cultural Heritage) and Since Time Immemorial Curriculum from Washington State. Traditional Ecological Knowledge and NGSS will be introduced in panel discussion.

Robin Butterfield, an enrolled member of the Winnebago Tribe of Nebraska with ancestry from the White Earth Ojibwe Tribe of Minnesota has over 45 years of experience as a Native educator impacting youth at local, state and national levels working with Indian Education programs, the National Education Association, Bureau of Indian Affairs, as President of the National Indian Education Association (NIEA). and advisor for the US Department of Education. Ciarra Greene is Nimiipuu (Nez Perce) and of mixed European descent. Her cultural traditions emphasize an intricate relationship with the environment, driving her academic, professional, and personal endeavors. Ciarra has a BS in Chemistry from Northern Arizona University (2012) with additional experiences with the Dept. of Energy, EPA, US Fish and Wildlife, and the US Geological Survey. She is currently pursuing her MS in Science Teaching at Portland State University.

Saturday, September 29, 3:30 - 4:30pm

Soil to Soul: Inquiry into Pan-African Earth Connection

Danielle Jones
KairoSPDX

This research aims to explore the interconnectedness of generational trauma, collective knowledge, sustainable practices, and Black identity. This study, conducted in the Portland Metro regions asks: How do Pan-African people perceive their connection to the Earth? What is the relationship between connection to the Earth and personal health? What are participants’ values around consumption and materialism and how do these values relate to their racial identity? This exploratory study utilizes findings from 12 interviews and guidance from a small community-advisory board to explore this phenomenon of “earth connection.” This presentation will discuss major findings from this study, followed by reflective activities (held outside) for educators wishing to explore how to better connect sustainability curriculum to their Pan-African students’ experiences. Outside, we will engage in reflective activities to explore how, as a educator you might better connect sustainability curriculum to Pan-African students’ experiences (guided meditation, reflective writing, and group discussion).

Danielle Jones is guided by her passions for transformative learning, traditional ecological knowledge and justice. She is a recent graduate of the Leadership for Sustainability Education M.S. program and certificate in Sustainable Food Systems program at Portland State University. In June 2017 she completed Center for Diversity and the Environment’s six-month long E42 Emerging Leaders program. Danielle enjoys facilitating learning in ways that honor learners’ background, creativity, and Mother Earth.

Antonia Decker and Lara Baucum
Straub Environmental Center

The problem is clear – there are not nearly enough people of color in STEM-related careers. In addition, science learning occurs along a developmental continuum much like reading, writing, or mathematics. A longitudinal study of 7,757 children indicated large gaps in general knowledge already evident at kindergarten entry. Kindergarten general knowledge was the strongest predictor of first-grade general knowledge, which in turn was the strongest predictor of children’s science achievement from third to eighth grade. Large science achievement gaps were evident when science achievement measures first became available in third grade. These gaps persisted until at least the end of eighth grade.

(Naturealeza Ahora! (Nature Now!) is the Straub Environmental Center’s community-based, multi-year and multi-phased Diversity, Equity and Inclusion (DEI) initiative designed to reduce the necessary barriers for Latinx students and families to access the outdoors in the Willamette Valley through our nature-based education programs and to combat the associated causes of the achievement gap.

Sunday, September 30, 10:30-12:00 noon

Cultural Curiosity in the Outdoor Classroom

Antonia Decker and Lara Baucum
Straub Environmental Center

The problem is clear – there are not nearly enough people of color in STEM-related careers. In addition, science learning occurs along a developmental continuum much like reading, writing, or mathematics. A longitudinal study of 7,757 children indicated large gaps in general knowledge already evident at kindergarten entry. Kindergarten general knowledge was the strongest predictor of first-grade general knowledge, which in turn was the strongest predictor of children’s science achievement from third to eighth grade. Large science achievement gaps were evident when science achievement measures first became available in third grade. These gaps persisted until at least the end of eighth grade.

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Likewise, this initiative involves redesigning and creating new culturally relevant, culturally sensitive and welcoming nature-based education programs—informing from voices from our regional Latinx community—to boost Latinx program participation rates and to create a space/format for our vibrant and ever-growing Latinx community to receive the benefits of interdisciplinary education (natural science, humanities, social studies, health and wellness, cultural ecological knowledge, etc.) in nature.

Antonia will present on the process of establishing and coordinating our Naturaleza Ahoral Initiative and some preliminary findings with respect to creating culturally-relevant and inclusive environmental education programming. Lena’s presentation will address how those findings can be used to develop specific educational content and methods designed to close the achievement gap that are often experienced by students of color. This information will draw on educational research in best practices related to diversity and inclusion, and will focus on civic engagement and place-based education to develop culturally relevant educational content and methods.

Antonia Decker was raised in Salem and holds a B.A. in Communication Studies and Spanish from Seattle University. Given her own Mexican background and Spanish fluency, Antonia worked for organizations committed to making change within the Latinx and/or other under-resourced communities: an AmeriCorps early education program, Casa Latina, El Centro de la Raza and the Coalition of Refugees from Burma. At Straub Environmental Center, she coordinates the Naturaleza Ahoral Initiative, Latino Engagement Team and leads DEI trainings.

Lena Baucum spent two decades working with diverse communities and language learners. At the Straub Environmental Center, she specializes in curriculum and instruction for language learners from early childhood through high school. She works with educators across various disciplines and grade levels to integrate quality, discipline-specific pedagogy with applicable language supports and structures to ensure success for all students. She is passionate about science literacy as a means of developing a generation of educated decision-makers and stewards.

Contrary to popular belief, the scientist and the artist have a lot in common when “investigating” the natural world. Come learn about how two outdoor schools—one large, one small—integrated more art and creative writing into their environmental education curricula, and why this creative lens can be a powerful tool for helping more students become fascinated with the natural world.

We’ll go over the lessons learned, a new resource to help ODS providers/educators consider their options for doing the same, as well as an overview of the Honoring Our Rivers project, which publishes student (K-college) artwork and writing inspired by rivers and our environment. We will step into nature to demo a short creative writing and/or hands-on art activity inspired by our natural setting. This could include free-writing, group writing, impromptu earth art, plant sketching, or photography activities.

Tessa Malijenovsky manages Honoring Our Rivers (HOR), a statewide project nurturing the next generation of conservation and civic leaders by engaging the creative capacities of our youth. HOR publishes student artwork and creative writing inspired by rivers and watersheds in an annual anthology publication, hosts student gallery exhibitions and readings, and supports outdoor schools and teachers in including more of the arts in environmental education. Honoring Our Rivers is a project of the environmental nonprofit, Willamette Partnership, which is working to make conservation and restoration happen on larger scales, faster, and more effectively to create benefits for people and nature.

This Sharing Nature with Children program introduces nature to children and families in a way that is fun, age-appropriate, and engaging. Participants will explore their natural environment through guided natural play and hands-on activities, while learning about the natural world. The simple activities can be easily reproduced and adapted to teach groups ranging in ages from young children to adults in a variety of settings and cultures.

Roy Simpson worked as a Park Ranger, Environmental Educator and Interpreter for over 30 years. A dedicated Banana Slug from UC Santa Cruz, he created education programs and authored curriculum with the BLM at Yaquina Head Outstanding Natural Area, the National Park Service at Tumacácori National Historical Park and Chimachaua National Monument, and the USFS at Stanislaus National Forest. A two-time Peace Corps Volunteer (Niger, Africa and Honduras, Central America), he worked as an international Environmental Education consultant in Ecuador, Panama and Mexico. Retired in 2014, he now consults and works as a trainer with Joseph Cornell and the Sharing Nature Foundation.

This session presents several strategic activities that establish place-based relevance to local and global environmental issues by connecting students and communities through the use of technology. Building on students’ capacity for compassion, creativity, and current level of applied technological understanding, incorporating technology in environmental education supports the facilitation of project-based collaboration using an active, problem-centered approach. The incorporated hands-on portion includes several strategic activities that establish place-based relevance to local and global environmental issues that instructors can use to connect students and communities through the use of technology.

Valerie Stephan-Laboueuf began her work as a zookeeper and spent ten years as a wildlife rehabilitator. Focusing on humane and sustainable solutions to environmental issues, she was the program manager for a population control and conflict resolution program for beavers residing in a large urban area and improved native fish habitat by relocating beaver groups into areas needing restoration. She continues to advocate for wildlife and habitat preservation, which includes her work as an educator and presenter for The Animals’ Trust and as a facilitator for human-wildlife conflict resolution. She has presented at professional conferences in the United States, Canada, and Greece, and has a M.Ed. Curriculum and Instruction with an emphasis in Environmental Education, and a M.S. Environmental Science. She is currently pursuing pre-doctoral studies in Environmental Science with the University of Idaho, USA, focusing on human-marine mammal conflict resolution and the human dynamics of restoration efforts for sea otters along the Oregon Coast.

The year is 2018 and it feels like the world is falling apart. The climate is changing, the oceans are filling with plastic, inequality is increasing, and basic facts are being disputed in public discourse. While it feels quite reasonable to feel hopeless about the future, the reality is that narratives of dystopia are disconnecting us from our communities, ourselves, and the natural world. As educators who are focused on helping our students connect to nature, learn critical scientific skills, and supporting the long-term health and well-being of our communities, we find ourselves in a difficult place where we must have hope that our efforts will make a difference and yet it is so easy to feel despair. In this interactive, sensory focused workshop, we will explore the dominant narratives and practices that frame environmental/nature based teaching that often focus on the many problems of the world. Through creative reflection and dialogue we will then imagine how we can shift from narratives and practices of despair to narratives and practices that describe and build a better future; narratives and practices grounded in hope, love, and connection.

Lauriel Amoroso holds a B.A. in Environmental and Cultural Studies from the Evergreen State College and a Master’s in Teaching from Lewis and Clark College. She also earned a graduate certificate in Environmental Education from the University of Idaho and a Master’s degree in Sustainability Education from Portland State University and is working towards a Doctorate in Educational Leadership at Portland State University. As an elementary and middle school teacher, she uses inquiry and exploration to spark curiosity and she loves helping people of all ages connect to nature through exploration, journaling, making art, and learning to carefully observe the world.

This Sharing Nature with Children workshop offers a unique way to explore the environment using guided activities and games to help you explore and experience the natural beauty around you. Based on the work of educator/author Joseph Cornell (Sharing Nature with Children), participants learn by experiencing a number of hands-on activities that enhance a deep appreciation and love for nature. The simple activities can be easily reproduced and adapted to teach groups ranging in ages from young children to adults in a variety of settings and cultures.

Roy Simpson worked as a Park Ranger, Environmental Educator and Interpreter for over 30 years. A dedicated Banana Slug from UC Santa Cruz, he created education programs and authored curriculum with the BLM at Yaquina Head Outstanding Natural Area, the National Park Service at Tumacácori National Historical Park and Chimichaua National Monument, and the USFS at Stanislaus National Forest. A two-time Peace Corps Volunteer (Niger, Africa and Honduras, Central America), he worked as an international Environmental Education consultant in Ecuador, Panama and Mexico. Retired in 2014, he now consults and works as a trainer with Joseph Cornell and the Sharing Nature Foundation.
2018 Environmental Education Conference

Schedule for Friday evening, September 28th, 2018

4:00 - 6:00pm
Welcome Reception in the Courtyard

Come network, enjoy a beverage, have a snack, visit our information tables, tour the camp, or engage in an activity with new friends!

6:00 - 7:00pm
Dinner in the Dining Room

Enjoy a delicious, hearty meal after your drive. Network with your table mates!

7:15 - 9:30pm
After-Dinner Keynote Address in the Mt. Hood Room

We’ll come together to learn more about actions being taken right here in Oregon to address global climate change. Enjoy dessert, popcorn and hot cider. Learn more about your fellow conference participants.

9:30 - 10:30pm
Campfire in the large circle near the Molalla River

Wind down with a campfire by the river. Enjoy music and the company of your new friends. A great way to end the day.

See you tomorrow morning...

Sunday am, September 30th

Time | Location | Size | Presenter(s) | Title
--- | --- | --- | --- | ---
7:00-7:45am | Pack-up: All participants out of cabins and rooms before breakfast
8:00-8:45am | Dining Room | All | Breakfast and Networking
9:00-10:15am | Mt. Hood | 100+ | Annette Lee | Inspirational Last Morning Keynote
9:00-10:15am | Fireside | 40 | Bethany Shetterly Thomas | The Ecosystem of Outdoor Education: Exploring our Connections through Outdoor Education
10:15-10:30am | Break
10:30am-12:00pm | Mt. Hood | 25 | Shirley Lomax | EE Activities for a Very Popular Planet
10:30am-12:00pm | Evergreen | 25+ | Antonia Decker, Lena Bausum | Developing Culturally Responsive Outdoor Education
10:30am-12:00pm | Fireside | 30 | Kassia Rudd | Connecting Pollination to Food Production through Hands-on Exploration and Service Learning
10:30am-12:00pm | Outside - Meet at Camp Bell | 15 | Teri Lysak | Using Primitive Skills to Teach About the Natural World
10:30am-12:00pm | Gazebo | 30 | Lisa Habecker, Pooka Rice | Stewardship-Based Ocean Education & Talking Trash
12:00pm | Wrap up in the Courtyard and Depart

Thanks for coming! Drive home safely. See you next time!

If you’d like to further explore the Canby area, check out their amazing farm loop. 14 Farm Stops!

You can visit and pick produce from farms, stroll through flower fields, ride a train, pet farm animals, taste hazelnuts and chocolates, sip fine wines produced from the region’s Jory soils, or shop for western wear. Farms vary in their open season, depending on what they grow. It’s best to check their website and/or call them before you visit. https://canbyfarmloop.com/

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Conference Key — Exploring Connections Between:

| The State and Profession of EE in Oregon and Beyond | Nature, Arts, Spirit, and Science |
| Tools, Technology, and Science-based Education | Educators, Students, and Outdoor School |
| Our Communities: DEI Initiatives and Practices in Action | Other Topics - Special Sessions |
### Friday pm, September 28th

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Size</th>
<th>Presenter(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>3:00-3:45pm</td>
<td>Champpeog State Park</td>
<td>30</td>
<td>Optional Pre-Conference Field Trip</td>
<td>Environmental/Cultural History Interpretation led by Ranger Daniel Klug. Sign-up required.</td>
</tr>
<tr>
<td>4:00-6:00pm</td>
<td>Courtyard</td>
<td>All</td>
<td>Welcome Reception</td>
<td>Refreshments, Check in, Unpack, Sponsor Tables, Boundary Hikes, Session Sign-ups, Ice-Breakers, Networking, Presenter Slideshow</td>
</tr>
<tr>
<td>6:00-7:00pm</td>
<td>Dining Room</td>
<td>All</td>
<td>Dinner and Networking</td>
<td></td>
</tr>
<tr>
<td>7:15-9:30pm</td>
<td>Mt. Hood</td>
<td>All</td>
<td>Corral Rides-White</td>
<td>Keynote Address: &quot;Our Climate, Our Future&quot; and Reluctant Radical Documentary Film. With interactive participation, dessert and hot cider</td>
</tr>
<tr>
<td>9:30-10:30pm</td>
<td>Campfire</td>
<td></td>
<td>Music, singing, stories</td>
<td></td>
</tr>
<tr>
<td>11:00pm-7:00am</td>
<td>Quiet Hours</td>
<td></td>
<td>Lights out, Late-night movie option</td>
<td></td>
</tr>
</tbody>
</table>

### Saturday am, September 29th

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<tr>
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<th>Presenter(s)</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:00-7:45am</td>
<td>Various</td>
<td>All</td>
<td>Recreation Activities and Taize Singing</td>
<td></td>
</tr>
<tr>
<td>8:00-9:00am</td>
<td>Dining Room</td>
<td>All</td>
<td>Breakfast and Networking</td>
<td></td>
</tr>
<tr>
<td>9:15-10:15am</td>
<td>Fireside</td>
<td>30</td>
<td>Rick Reynolds</td>
<td>Engaging Learners with Oregon’s Ecosystems, from Streams to Sagebrush</td>
</tr>
<tr>
<td>9:15-10:45am</td>
<td>Evergreen</td>
<td>20</td>
<td>Karella Ver Ecke, Kora Mousaues, Clint Nichols</td>
<td>Connecting Rural &amp; Urban Communities: Breaking the perceived barriers with intentional, place-based EE</td>
</tr>
<tr>
<td>9:15-10:45am</td>
<td>Mt. Hood</td>
<td>45</td>
<td>Tess Malajenovskiy</td>
<td>Connecting Outdoor School and EE with Arts &amp; Creative Writing</td>
</tr>
<tr>
<td>9:15-10:45am</td>
<td>Outside - Meet at Camp Bell</td>
<td>15</td>
<td>Teli Lysak</td>
<td>Using Primitive Skills to Teach About the Natural World</td>
</tr>
<tr>
<td>9:15-10:45am</td>
<td>Gazebo</td>
<td>35</td>
<td>Kirsten Haugen</td>
<td>Fostering Creativity and Ingenuity in Outdoor Classrooms</td>
</tr>
<tr>
<td>10:45-11:00am</td>
<td>Break — Field Trip Participants</td>
<td></td>
<td>Break — Field Trip Participants MUST depart promptly in their carpoools</td>
<td></td>
</tr>
<tr>
<td>11:00-12:00am</td>
<td>Evergreen</td>
<td>20</td>
<td>Sarah Anderson</td>
<td>Reflecting on Personal Perspective: A Tool for Educators</td>
</tr>
<tr>
<td>11:00-12:00am</td>
<td>Outside - Meet at Camp Bell</td>
<td>25</td>
<td>Roy Simpson</td>
<td>An Experiential Introduction to Sharing Nature Activities</td>
</tr>
<tr>
<td>11:00-12:00am</td>
<td>Fireside</td>
<td>40</td>
<td>Marie Reeder</td>
<td>Connecting Kids to the Outdoors with Cross-age Mentoring</td>
</tr>
<tr>
<td>11:00-12:00am</td>
<td>Mt. Hood</td>
<td>40</td>
<td>Steven Braun, Spirit Brooks</td>
<td>Outdoor School for All Diverse Programming and Impacts in Oregon</td>
</tr>
<tr>
<td>11:00-12:00am</td>
<td>Carpool to Champpeog State Park</td>
<td>30</td>
<td>Field Trip: Environmental/Cultural History Interpretation led by Ranger Daniel Klug. Sign-up required.</td>
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### Saturday pm, September 29th

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<tr>
<td>12:00-1:30pm</td>
<td>Dining Room</td>
<td>All</td>
<td>Lunch and Networking followed by optional recreation, crafts, free time, or presentations</td>
<td></td>
</tr>
<tr>
<td>1:00-1:30pm</td>
<td>Mt. Hood</td>
<td>100+</td>
<td>Film</td>
<td>Symphony for Nature</td>
</tr>
<tr>
<td>1:00-1:30pm</td>
<td>Evergreen</td>
<td>30</td>
<td>Tonya McLean, James Sterrett</td>
<td>Assisting Equity in Environmental Education</td>
</tr>
<tr>
<td>1:45pm</td>
<td>Sessions Resume</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:45-3:15pm</td>
<td>Mt. Hood</td>
<td>40</td>
<td>Erika Ranch, Robin Butterfield, Ciara Greene</td>
<td>Cultural Curiosity in the Outdoor Classroom</td>
</tr>
<tr>
<td>1:45-3:15pm</td>
<td>Fireside</td>
<td>35</td>
<td>Valerie Stephan-LeBouéf</td>
<td>Establishing Connections in Environmental Science - Engaging Learners and Integrating Relevance, Responsibility &amp; Resilience</td>
</tr>
<tr>
<td>1:45-3:15pm</td>
<td>Outside - Meet at Camp Ball</td>
<td>25</td>
<td>Lucy Miner, Sarah Wheeler</td>
<td>Lessons for Success in Your School Garden or Outdoor Classroom</td>
</tr>
<tr>
<td>1:45-3:15pm</td>
<td>Gazebo</td>
<td>20</td>
<td>Jennifer Basham, Scott Siavertsen, Andrea Hussey</td>
<td>Outdoor School Activities in Rotation as Offered to Students at Canby Grove</td>
</tr>
<tr>
<td>3:15-3:30pm</td>
<td>Break</td>
<td></td>
<td></td>
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<tr>
<td>3:30-4:30pm</td>
<td>Evergreen</td>
<td>40</td>
<td>Sarah Stapleton</td>
<td>Crossing the waters to work with formal educators: Creating a bridge between informal and formal education</td>
</tr>
<tr>
<td>3:30-4:30pm</td>
<td>Fireside</td>
<td>40</td>
<td>Danielle Jones</td>
<td>Soil to Soul: Inquiry into Pan-African Earth Connection</td>
</tr>
<tr>
<td>3:30-5:00pm</td>
<td>Mt. Hood</td>
<td>40</td>
<td>Sarah Minette Kelly</td>
<td>A new era of discovery: Connecting students to place through arts, science, and technology</td>
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<td>3:30-5:00pm</td>
<td>Outside - Meet at Camp Ball</td>
<td>15</td>
<td>Lauriel Amarasso</td>
<td>From Hopelessness to Love: Countering Narratives of a Dystopian Future</td>
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<td>Jennifer Basham, Scott Siavertsen, Andrea Hussey</td>
<td>Outdoor School: The Value of High School Leader Participation</td>
</tr>
<tr>
<td>5:00-6:00pm</td>
<td>Free Time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6:00-7:00pm</td>
<td>Courtyard</td>
<td>All</td>
<td>Mocktail Hour: Games, Music, Networking, Auction Tables Open—purchase your raffle tickets, Sponsor Tables</td>
<td></td>
</tr>
<tr>
<td>7:00-9:30pm</td>
<td>Big Red Barn</td>
<td>All</td>
<td>Celebration Dinner: Dinner, Wine and Beer, Presenter Slideshow, Auction, Networking, Sponsor Tables, Group Activity</td>
<td></td>
</tr>
<tr>
<td>9:30-10:30pm</td>
<td>Campfire</td>
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2018 Environmental Education Conference

**Conference Key — Exploring Connections Between:**

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<tr>
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<td>Other Topics - Special Sessions</td>
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**Schedule for Friday evening, September 28th, 2018**

**4:00 - 6:00pm**
Welcome Reception in the Courtyard
Come network, enjoy a beverage, have a snack, visit our information tables, tour the camp, or engage in an activity with new friends!

**6:00 - 7:00pm**
Dinner in the Dining Room
Enjoy a delicious, hearty meal after your drive. Network with your table mates!

**7:15 - 9:30pm**
After-Dinner Keynote Address in the Mt. Hood Room
We’ll come together to learn more about actions being taken right here in Oregon to address global climate change. Enjoy dessert, popcorn and hot cider. Learn more about your fellow conference participants.

**9:30 - 10:30pm**
Campfire in the large circle near the Molalla River
Wind down with a campfire by the river. Enjoy music and the company of your new friends. A great way to end the day.

See you tomorrow morning...

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**Sunday am, September 30th**

<table>
<thead>
<tr>
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<th>Location</th>
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</thead>
<tbody>
<tr>
<td>7:00-7:45am</td>
<td>Pack-up</td>
<td>All</td>
<td></td>
<td>All participants out of cabins and rooms before breakfast</td>
</tr>
<tr>
<td>8:00-8:45am</td>
<td>Dining Room</td>
<td>All</td>
<td>Breakfast and Networking</td>
<td></td>
</tr>
<tr>
<td>9:00-10:15am</td>
<td>Mt. Hood</td>
<td>100+</td>
<td>Annette Lee</td>
<td>Inspirational Last Morning Keynote</td>
</tr>
<tr>
<td>9:00-10:15am</td>
<td>Fireside</td>
<td>40</td>
<td>Bethany Shetterly Thomas</td>
<td>The Ecosystem of Outdoor Education: Exploring our Connections through Outdoor Education</td>
</tr>
<tr>
<td>10:15-10:30am</td>
<td>Break</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30am-12:00pm</td>
<td>Mt. Hood</td>
<td>25</td>
<td>Shirley Lomax</td>
<td>EE Activities for a Very Popular Planet</td>
</tr>
<tr>
<td>10:30am-12:00pm</td>
<td>Evergreen</td>
<td>25+</td>
<td>Antonio Decker, Lena Bausum</td>
<td>Developing Culturally Responsive Outdoor Education</td>
</tr>
<tr>
<td>10:30am-12:00pm</td>
<td>Fireside</td>
<td>30</td>
<td>Kassi Rudd</td>
<td>Connecting Pollination to Food Production through Hands-on Exploration and Service Learning</td>
</tr>
<tr>
<td>10:30am-12:00pm</td>
<td>Outside - Meet at Camp Bell</td>
<td>15</td>
<td>Teri Lysak</td>
<td>Using Primitive Skills to Teach About the Natural World</td>
</tr>
<tr>
<td>10:30am-12:00pm</td>
<td>Gazebo</td>
<td>30</td>
<td>Lisa Habecker, Pooka Rice</td>
<td>Stewardship-Based Ocean Education &amp; Talking Trash</td>
</tr>
<tr>
<td>12:00pm</td>
<td>Wrap up</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

Thanks for coming! Drive home safely. See you next time!

If you’d like to further explore the Canby area, check out their amazing farm loop. 14 Farm Stops!
You can visit and pick produce from farms, stroll through flower fields, ride a train, pet farm animals, taste hazelnuts and chocolates, sip fine wines produced from the region’s Jory soils, or shop for western wear. Farms vary in their open season, depending on what they grow. It’s best to check their website and/or call them before you visit. https://canbyfarmloop.com/

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**2018 EEAO Conference**

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You can visit and pick produce from farms, stroll through flower fields, ride a train, pet farm animals, taste hazelnuts and chocolates, sip fine wines produced from the region’s Jory soils, or shop for western wear. Farms vary in their open season, depending on what they grow. It’s best to check their website and/or call them before you visit. https://canbyfarmloop.com/
Likewise, this initiative involves redesigning and creating new culturally relevant, culturally sensitive and welcoming nature-based education programs—formed from voices from our regional Latinx community—to boost Latinx program participation rates and to create a space/format for our vibrant and ever-growing Latinx community to receive the benefits of interdisciplinary education (natural science, humanities, social studies, health and wellness, cultural ecological knowledge, etc.) in nature.

Antonia will present on the process of establishing and coordinating our Naturaleza Ahoral Initiative and some preliminary findings with respect to creating culturally-relevant and inclusive environmental education programming. Lena’s presentation will address how those findings can be used to develop specific educational content and methods designed to close the achievement gap that are often experienced by students of color. This information will be used on educational research in best practices related to diverse student populations, and how STRAUB applies those principles to outdoor education.

Antonia Decker was raised in Salem and holds a B.A. in Communication Studies and Spanish from Seattle University. Given her own Mexican background and Spanish fluency, Antonia worked for organizations committed to making change within the Latinx and/or other under-resourced communities: an AmeriCorps early education program, Casa Latina, El Centro de la Raza and the Coalition of Refugees from Burma. At Straub Environmental Center, she coordinates the Naturaleza Ahoral Initiative, Latino Engagement Team and leads DEI trainings.

Lena Baucom spent two decades working with diverse communities and language learners. At the Straub Environmental Center, she specializes in curriculum and instruction for language learners from early childhood through high school. She works with educators across various disciplines and grade levels to integrate quality, discipline-specific pedagogy with applicable language supports and structures to ensure success for all students. She is passionate about science literacy as a means of developing a generation of educated decision-makers and stewards.

Contrary to popular belief, the scientist and the artist have a lot in common when “investigating” the natural world. Come learn about how two outdoor schools—one large, one small—integrated more arts and creative writing into their environmental education curricula, and why this creative lens can be a powerful tool for helping more students become fascinated with the natural world. We’ll go over the lessons learned, a new resource to help ODS providers/educators consider their options for doing the same, as well as an overview of the Honoring Our Rivers project, which publishes student (K-college) artwork and writing inspired by rivers and wetlands. We will step out into nature to demo a short creative writing and/or hands-on art activity inspired by our natural setting. This could include free-writing, group writing, impromptu earth art, plant sketching, or photography activities.

Tessa Malijenovsky manages Honoring Our Rivers (HOR), a statewide project nurturing the next generation of conservation and civic leaders by engaging the creative capacities of our youth. HOR publishes student artwork and creative writing inspired by rivers and wetlands in an annual anthology publication, hosts student gallery exhibitions and readings, and supports outdoor schools and teachers in including more of the arts in environmental education. Honoring Our Rivers is a project of the environmental nonprofit, Willamette Partnership, which is working to make conservation and restoration happen on larger scales, faster, and more effectively to create benefits for people and nature.

SATURDAY, SEPTEMBER 29, 9:15-10:45AM
Connecting Outdoor School and EE with Arts & Creative Writing
Tessa Malijenovksy
Willamette Partnership

SATURDAY, SEPTEMBER 29, 11:00AM-12:00NOON
An Experiential Introduction to Sharing Nature Activities
Roy Simpson
RoyExplore.com

This Sharing Nature with Children workshop offers a unique way to explore the environment using guided activities and games to help you explore and experience the natural beauty around you. Based on the work of educator/author Joseph Cornell (Sharing Nature with Children), participants learn by experiencing a number of hands-on activities that enhance a deep appreciation and love for nature. The simple activities can be easily reproduced and adapted to teach groups ranging in ages from young children to adults in a variety of settings and cultures.

Roy Simpson worked as a Park Ranger, Environmental Educator and Interpreter for over 30 years. A dedicated Banana Slug from UC Santa Cruz, he created education programs and authored curriculum with the BLM at Yaquina Head Outstanding Natural Area, the National Park Service at Tumacacori National Historical Park and Chiricahua National Monument, and the USFS at Stanislaus National Forest. A two-time Peace Corps Volunteer (Niger, Africa and Honduras, Central America), he worked as an international Environmental Education consultant in Ecuador, Panama and Mexico. Retired in 2014, he now consults and works as a trainer with Joseph Cornell and the Sharing Nature Foundation. 

This session presents several strategic activities that establish place-based relevance to local and global environmental issues by connecting students and communities through the use of technology. Building on students’ capacity for compassion, creativity, and current level of applied technological understanding, incorporating technology in environmental education supports the facilitation of project-based collaboration using an active, problem-centered approach. The incorporated hands-on portion includes several strategic activities that establish place-based relevance to local and global environmental issues that instructors can use to connect students and communities through the use of technology.

Valerie Stephan-LeBoeuf began her work as a zookeeper and spent ten years as a wildlife rehabilitator. Focusing on humane and sustainable solutions to environmental issues, she was the program manager for a population control and conflict resolution program for beavers residing in a large urban area and improved native fish habitat by relocating beaver groups into areas needing restoration. She continues to advocate for wildlife and habitat preservation, which includes her work as an educator and presenter for The Animals’ Trust and as a facilitator for human-wildlife conflict resolution. She has presented at professional conferences in the United States, Canada, and Greece, and has a M.Ed. Curriculum and Instruction with an emphasis in Environmental Education, and a M.S. Environmental Science. She is currently pursuing pre-doctoral studies in Environmental Science with the University of Idaho, USA, focusing on human-marine mammal conflict resolution and the human dynamics of restoration efforts for sea otter along the Oregon Coast.

Lauriel Amaro is an education program director in the School’s Conservation Department. Her work is based on the premise that the very best outdoor education is one that makes a direct and personal connection to the natural world. She believes that our students are the future environmental leaders needed to help solve the complex problems we face today. Lauriel has been involved in education for over 20 years, spending the last 14 years at the Willamette Partnership’s Boarding Outdoor School. Lauriel is passionate about the outdoors, outdoor education and the necessity of outdoor education in the schools.

The year is 2018 and it feels like the world is falling apart. The climate is changing, the oceans are filling with plastic, inequality is increasing, and basic facts are being disputed in public discourse. While it feels quite reasonable to feel hopeless about the future, the reality is that narratives of dystopia are disconnecting us from our communities, ourselves, and the natural world. As educators who are focused on helping our students connect to nature, learn critical scientific skills, and supporting the long-term health and welling of our communities, we find ourselves in a difficult place where we must have hope that our efforts will make a difference and yet it is so easy to feel despair. In this interactive, sensory focused workshop, we will explore the dominant narratives that frame environmental/nature based teaching that often focus on the many problems of the world. Through creative reflection and dialogue we will then imagine how we can shift from narratives and practices of despair to narratives and practices that describe and build a better future; narratives and practices grounded in hope, love, and connection.

Lauriel Amaro holds a B.A. in Environmental and Cultural Studies from the Evergreen State College and a Master’s in Teaching from Lewis and Clark College. She also earned a graduate certificate in Environmental Education from the University of Idaho and a Master’s degree in Sustainability Education from Portland State University and is working towards a Doctorate in Educational Leadership at Portland State University. As an elementary and middle school teacher, she uses inquiry and exploration to spark curiosity and she loves helping people of all ages connect to nature through exploration, journaling, making art, and learning to carefully observe the world.

SATURDAY, SEPTEMBER 29, 3:30-5:00PM
From Hopelessness to Love: Countering Narratives of a Dystopian Future
Lauriel Amaro
The Cottonwood School of Civics and Science & Doctoral Stu...
Strand: Connecting Nature, Arts, Spirit and Science

Saturday, September 29, 9:15-10:45am OR
Sunday, September 30, 10:30am-12:00noon

Using Primitive Skills to Teach About the Natural World

Teri Lysak
Cascadia Wild

Primitive skills provide a way for people to interact with the natural world. These skills encompass both ancient hunter-gatherer technologies - fire, sharp things, string, and carrying containers - as well as basic survival needs - shelter, water, and food. This presentation will share the basics of each of the skills and tips on how to teach them both in the classroom and in the field. Interacting with the natural world in this way facilitates learning and helps people develop a sense of place. Hands-on activities are site and time dependent and could include making string from plants collected on site, tasting edible plants, trying different fire tenders, building a small debris shelter, or breaking river rocks to create sharp edges.

Teri Lysak teaches animal tracking, wild plant foraging, and primitive skills, and works for the nonprofit Cascadia Wild running a community science project called the Wolverine Tracking Project that trains and organizes volunteers to carry out carnivore surveys on Mt Hood. Prior to this, she worked as a forester for the Washington Dept of Natural Resources and the US Forest Service and holds a MS in Forest Ecology from Oregon State University.

Saturday, September 29, 3:30 - 4:30pm
Soil to Soul: Inquiry into Pan-African Earth Connection

Danielle Jones
KairoPDox

This research aims to explore the interconnectedness of generational trauma, collective knowledge, sustainable practices, and black identity. This study, conducted in the Portland Metro regions asks: How do Pan-African people perceive their connection to the Earth? What is the relationship between connection to the Earth and personal health? What are participants' values around consumption and materialism and how do these values relate to their racial identity? This exploratory study utilizes findings from 12 interviews and guidance from a small community-advisory board to explore this phenomenon of “earth connection.” This presentation will discuss major findings from this study, followed by reflective activities (held outside) for educators wishing to explore how to better connect sustainability curriculum to their Pan-African students' experiences. Outside, we will engage in reflective activities to explore how, as an educator you might better connect sustainability curriculum to Pan-African students' experiences (guided meditation, reflective writing, and group discussion).

Danielle Jones is guided by her passions for transformative learning, traditional ecological knowledge and justice. She is a recent graduate of the Leadership for Sustainability Education: M.S. program and certificate in Sustainable Food Systems program at Portland State University. In June 2017 she completed Center for Diversity and the Environment's six-month long E42 Emerging Leaders program. Danielle enjoys facilitated learning in ways that honor learners' background, creativity, and Mother Earth.

Sunday, September 30, 10:30-12:00 noon
Cultural Curiosity in the Outdoor Classroom

Antonia Decker and Lena Baucum
Straub Environmental Center

The problem is clear – there are not nearly enough people of color in STEM-related careers. In addition, science learning occurs along a developmental continuum much like reading, writing, or mathematics. A longitudinal study of 7,757 children indicated large gaps in general knowledge already evident at kindergarten entry. Kindergarten general knowledge was the strongest predictor of first-grade general knowledge, which in turn was the strongest predictor of children’s science achievement from third to eighth grade. Large science achievement gaps were evident when science achievement measures first became available in third grade. These gaps persisted until at least the end of eighth grade.

(Naturealeza Ahora! (Nature Now)) is the Straub Environmental Center’s community-based, multi-year and multi-phased Diversity, Equity and Inclusion (DEI) initiative designed to reduce the necessary barriers for Latinx students and families to access the outdoor setting and will include a discussion led by a Native leader in Traditional Ecological Knowledge on what matters most when teaching about place from a multicultural framework. Participants will engage in activities adapted from and learn about guidelines associated with RESACH (Respecting Ethnic And Cultural Heritage) and since Time Immemorial Curriculum from Washington State. Traditional Ecological Knowledge and NGSS will be introduced in panel discussion.

Robin Butterfield, an enrolled member of the Winnebago Tribe of Nebraska with ancestry from the White Earth Ojibwe Tribe of Minnesota has over 45 years of experience as a Native educator impacting youth at local, state and national levels working with Indian Education programs, the National Education Association, Bureau of Indian Affairs, as President of the National Indian Education Association (NIEA) and advisor for the US Department of Education.

Ciarra Greene is Nimiipuu (Nez Percé) and of mixed European descent. Her cultural traditions emphasize an intricate relationship with the environment, driving her academic, professional, and personal endeavors. Ciarra has a BS in Chemistry from Northern Arizona University (2012) with additional experiences with the Dept. of Energy, EPA, US Fish and Wildlife, and the US Geological Survey. She is currently pursuing her MS in Science Teaching at Portland State University.

Saturday, September 29, 11:00am-12:00noon
Outdoor School for All! Diverse Programming and Impacts in Oregon

Steven Braun
Oregon Environmental Literacy Program

Spirit Brooks
Oregon State University Extension

Oregon’s legislative charge, providing Outdoor School for All has begun! Every fifth or sixth student in Oregon will ultimately benefit from the outdoor education opportunities that are available to them. Outdoor School programs, both public and private, are struggling to deliver programming that meets the needs of all students. The Oregon Environmental Literacy Program (OELP) is one organization that has been working to address this issue. OELP has developed guidelines associated with REACH (Respecting Ethnic And Cultural Heritage) and Since Time Immemorial Curriculum from Washington State. Traditional Ecological Knowledge and NGSS will be introduced in panel discussion.

Cascadia Wild, an enrolled member of the Winnebago Tribe of Nebraska with ancestry from the White Earth Ojibwe Tribe of Minnesota has over 45 years of experience as a Native educator impacting youth at local, state and national levels working with Indian Education programs, the National Education Association, Bureau of Indian Affairs, as President of the National Indian Education Association (NIEA) and advisor for the US Department of Education.

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Kirsten Haugen
Nature Explore

Both children and adults learn not only by being told but through first-hand and interactive experiences and reflection. In this highly interactive outdoor session using participant narratives and photographs from outdoor classroom documentation, we’ll move, explore, discuss and put our minds to work to consider in detail the qualities of time, space, resources and relationships that foster creativity and ingenuity in outdoor classrooms. Taking into account the qualities of these four dimensions provides a provocative way to think about outdoor education and may help participants move from a more didactic approach. We’ll compare our findings to recent research on the topic from Nature Explore and The Outdoor Classroom Project. After this session, you'll be prepared to think more critically about how you offer effective outdoor educational experiences with young children.

Kirsten Haugen, as a writer, workshop leader and educational consultant, Kirsten Haugen works nationally and internationally with children and adults to explore and create innovative educational opportunities related to connecting children with nature, universal design for learning, inclusive education, and indoor and outdoor classroom design. She currently works primarily with natureexplore.org and worldforumfoundation.org, as well as a volunteer and board member for nearbynature.org, and grant writer and volunteer for cielodeamor.org.

Fostering Creativity and Ingenuity in Outdoor Classrooms

Saturday, September 29, 9:15-10:45am

Kirsten Haugen
Nature Explore

Fostering Creativity and Ingenuity in Outdoor Classrooms

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Fostering Creativity and Ingenuity in Outdoor Classrooms
perceptions in communities around the world indicate that when we get down to the nuts and bolts of it, a rural resident may be just as likely, maybe even more likely, to have conservation and environmentally oriented values. Conversely, an urban resident may be deeply connected to natural resources, despite being far removed from them. In a world where we are continuously bombarded by media, how does the media we are fed and consume influence our values? How does our place of socialization with our human and natural communities?

Karela Ver Eck, her husband, young daughter, and dog live and work in the Rogue Valley. Karela’s background is diverse and includes time spent at JSWCD as a plant and habitat technician and aquatic conservation technician, and as an adjunct professor, environmental educator, and ski bum. Karela’s passion is to bring people together to improve and better understand the landscape in which they live through hands-on experiences with their neighbors and natural communities.

Kara Mussaasou graduated from Southern Oregon University with a Bachelor's in Environmental Studies and a concentration in Land Use Planning. Her work at JSWCD provides technical, financial, planning, and design assistance to urban landowners and other clients to implement stewardship projects that protect and conserve our natural resources. Such natural resource concerns include water quality, soil erosion, invasive plants, riparian health, and stormwater runoff/flow impact development.

Clint Nichols provides technical assistance to help rural landowners develop land-use plans that conserve water, maintain water quality, improve soil health, maintain healthy and fire resilient forests, while working for economic benefits from working the land through JSWCD. Much of his educational background applies to rural landowner challenges and his knowledge includes soil science, plant, fire and aquatic ecology, hydrology, hydrogeology, environmental policy, ecological economics, and resource management.

Sarah Anderson The Cottonwood School of Civics and Science

How do we prepare ourselves to teach diverse perspectives within environmental education? How can we ready ourselves to meet our students where they are instead of making assumptions about their beliefs and experiences? At the Cottonwood School of Civics and Science, we hold a commitment to understanding to help educators and students become co-responsible for building healthy communities. This workshop will provide guiding principles and activities for educators to engage students on a journey of inclusivity from an indigenous perspective in an attend - seventy-five percent attended in 2017/8. Who is missing and why? How does outdoor school vary statewide? What are the common outcomes across diverse programs serving diverse audiences?

Steven Braun Dr. Braun is an environmental science and education consultant. He earned his Ph.D. in Earth, Environment and Society from Portland State University in 2015, studying educational and ecological impacts of Environmental Service-Learning; he holds a Master’s degree in Special Education. His research and leadership activities include directing the Lane County STEM Hub and serving on the Oregon Environmental Literacy Program Council where he leads a team investigating outcomes of outdoor school. He has authored publications in Environmental Education Research, The Green Teacher and in the book Teaching About Invasive Species. He has taught as a certified teacher in four states and led professional learning activities for in-service and pre-service educators in STEM, Environmental Education, Service-Learning and Inquiry.

Spirit Brooks Dr. Brooks is the Research, Evaluation, and Assessment Coordinator for Outdoor School/OUS Extension. She earned her PhD from the University of Oregon in Critical Sociosocial Studies in Education in 2017, studying teaching practices in college access programs that catered to under-served students in elementary, middle, and high school; and she holds a Master’s degree in Women and Gender Studies and Anthropology. Past research includes leading a study of Native women leaders in the Environmental Justice movement, research and development of best practices in implementing Native Studies curriculum in K-12 schools, and collaborative research ethics, particularly decolonizing research practices. Dr. Brooks has authored peer-reviewed publications in the Journal of Family and Diversity in Education, the Qualitative Report, the High School Journal, Gender and Education, and the International Journal of Qualitative Studies in Education. Dr. Brooks is also affiliated faculty in the College of Education at Oregon State University, teaching Ethnographic Methods, and has taught Educational Foundations and the Cultural Context of Schooling in the College of Education at the University of Oregon.

Jennifer Basham and Andrea Hussey, Multnomah Education Service District

On September 29, Multnomah Education Service District (MESD) Outdoor School at Canby Grove, there are five to six hours of time dedicated to place-based, hands-on science learning. During Field Study, 6th graders have the opportunity to learn about the natural places they live in or near. Through a series of lessons that incorporate science, art, writing, math and engineering, the students get the chance to apply their understandings and make observations, record findings, develop hypotheses, and conduct tests. Through high field science, students can gain an understanding of how natural systems work and the relevance of local places to their lives. In this segment, we will be introducing participants to a selection of MESD Field Study activities. This will include a Field Study tour along with some of our High School Student Leaders who will guide you through the activities and a Q&A at the end.

Jennifer Basham, a native Oregonian and a product of Outdoor School, brings over 13 years of experience working with all ages of children in both residential and classroom settings. Jennifer has taught 4th and 5th grades, served as a site supervisor at outdoor school programs for NWESD and MESD, and has served in supervisory positions for summer camp throughout Portland. Jennifer holds an Oregon State Teaching License and her Master’s of Science in Educational Leadership and Policy from Portland State University as well as an Oregon Administrators License.

Andrea Hussey was bread and buttered in Portland Oregon. She attended Howard Outdoor School as a 6th grader and loved it. She returned as a student leader and Animals Field Instructor at Collins and became a Site Supervisor in 2003. Andrea has been the Site Supervisor of the Arah Wanna, Howard, and Angelos sites. Andrea holds a degree from the University of Oregon in Environmental Studies and Women’s Studies, and she worked in the reproductive justice movement as a patient advocate and helped to start a non-profit hotline for women.

Jennifer Basham and Andrea Hussey, Multnomah Education Service District

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Strand: Connecting Educators and Students to Outdoor School

experience for younger students. The vast majority of our Student Leaders participated in the program as 6th-grade students and are returning to be volunteers because of their 6th-grade experience.

Having a High School Student Leader component is a unique model and presents some incredible opportunities for building skills and leadership over time. In this segment, we will present an overall view of the recruitment and leadership program, its challenges and opportunities, as well as the positive effects it has on the overall program.

Jennifer Basham, a native Oregonian and a product of Outdoor School, brings over 13 years of experience working with all ages of children in both residential and classroom settings. Jennifer has taught 4th and 5th grades, served as a site supervisor at outdoor school programs for NWRESD and MESD, and has served in supervisory positions for summer camps throughout Portland. Jennifer holds an Oregon State Teaching License and her Master’s of Science in Educational Leadership and Policy from Portland State University as well as an Oregon Administrators License.

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This hands-on activity includes sifting sand to discover microplastics, while discussing how microplastics (aka, trash) impact our ocean and terrestrial ecosystems, then encapsulating said microplastics into a glass “keepsake jar” which can be worn as a necklace or fashioned into a keychain. The goal of the activity is to raise awareness about plastic ocean pollution and continue the dialog into every day conversation.

Lisa Habecker, having grown up in in Sacramento, California, and wildly inspired by marine biodiversity, has been educating students, visitors, staff and volunteers at the Rock for the past 16 years. Nicknamed the “nudibranch Queen” for her love of the intertidal invertebrates, her knowledge, advocacy of, and passion for the ocean and marine ecosystems are only surpassed by her love of her family and thoughtfulness as an educator.

Pooka Rice has a widely dynamic background, with her main inspirations in life found in art, the ocean and education. Having worked all over the country in a variety of disciplines, she has felt most at home working with art as a medium to educate and inspire. As a technical writer, she has put her skills to excellent use, writing grants and raising funds to grow local art and education programs, like HRAP.

Recreation Options at Canby Grove

- Ping pong
- Archery
- Frisbee
- Carpet ball
- Pickleball
- Cornhole
- Horseshoes
- Soccer
- Volleyball
- Inner tube or dip your toes in the Molalla River
- Football
- Walking trails

To teach about pollinators, you first have to understand them. This session will introduce participants to 1) the nuts and bolts of gardening for pollinators; 2) identifying native pollinators and their preferred plants; 3) the mechanics of pollination and its significance for food production; 4) tips and tricks for teaching students of all ages about pollinators through academic lesson plans tied to NGSS and Common Core. We will also share teaching resources such as books and lesson kits, and model opportunities for service learning through citizen science. You do not need to have a school garden to benefit from this workshop but do be ready to go outside!

Kassia Rudd is the Washington County Coordinator for Oregon Agriculture in the Classroom. Her enthusiasm for the outdoors solidified at Outdoor School and followed her to college where she studied Geology (B.A.), and later Curriculum and Instruction (M.Ed.: Food Systems). Kassia is overjoyed to put her knowledge to use connecting with educators and farmers to further student learning through agricultural programs. Ask her about pollinators, public health, and school gardens!

Recreation Options at Canby Grove

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- Soccer
- Volleyball
- Football
- Walking trails

Saturday, September 29, 9:15 - 10:45am
Connecting Rural & Urban Communities: Breaking perceived barriers with intentional, place-based EE
Karelia Ver Eecke, Kora Mousseaux and Clint Nichols JSWCD - Jackson Soil & Water Conservation District

By definition, rural and urban communities are different. But as society has become more mobile, more educated, and more heterogeneous, how different are these communities, really? A current lit review of environmental education and environmental classes to engage with place through an iPad-delivered arts, humanities, and conservation science field trip curriculum. The iPads enable both an innovative learning experience and data collection for assessment.

The digital curriculum blends place-based ecological research by HJA scientists and place-based creative inquiry by visiting writers and artists. The field science content covers NGSS crosscutting concepts like stability and change, patterns, cause and effect, and systems. The iPad curriculum invites students to reflect on their values for forests, imagine the perspective of forest creatures, and explore questions about surroundings they observe, like rotting logs, forest disturbances, and dry streambeds. Students view images of record floods on Lookout Creek, watch videos of red tree voles high in the canopy, listen to Native American stories, read poetry written in the forest, and investigate watershed data over time. We also incorporate opportunities for students to put down the iPads and engage with the forest directly through activities like a silent sensory walk and sound mapping.

During this conference session, participants will first embark on a virtual journey to the Andrews Forest Discovery Trail, imagining a typical day for students who visit the forest on field trips. Then, participants will venture outside for a silent sensory walk and explore one Discovery Trail stop on mobile technology. I will present research findings about the student and teacher experience and share challenges and solutions to using electronics in place-based education. Participants will have an opportunity to ask questions at the end of the session.

Sarah Kelly recently graduated from Oregon State University with an M.A. in Environmental Arts & Humanities. Her research project was based at the H.J. Andrews Experimental Forest where she led field trips and research efforts for the Discovery Trail Interpretive Experience. Prior to graduating school, Sarah directed the University of Houston sustainability program. She graduated from UH with a B.A. in Communications and a minor in World Cultures and Literatures. Other collaborators on the project (not presenting): Kari O’Connell, Lissy Goralnik, Mark Schulze, Michael Nelson.

Sunday, September 30, 9:15 - 10:45am
Connecting Pollination to Food Production through Hands-on Exploration and Service Learning
Kassia Rudd
Oregon Agriculture in the Classroom

Sunday, September 30, 10:30am - 12noon
Stewardship-Based Ocean Education & Talking Trash
Lisa Habecker and Pooka Rice
Haystack Rock Awareness Program
as guiding our students on tours of the drinking water and waste water treatment plants in Rogue River. The program builds interest in our high school’s FFA program, a high school Adopt-a-Stream project with the BLM, and schoolwide mentoring programs, and has offered college tours and a summer field biology class based on local impacts of climate change. We are now graduating students who have participated as volunteers for four and five years. The program also is a cost and time effective way to get our rural-ly isolated and low income students outdoors regularly. We will participate in some or all of the following as time allows: Exploring the greenhouse effect with canning jars and thermometers; balloons full of water and air; test tubes of water and rulers. Introducing watershed shed geography with a coordinate graph, using a gridded tarp to have teachers walk to points and learn to associate cardinal directions with positive and negative numbers before we move to paper mapping.

Sarah Minette Kelly graduated from Reed college, has a MAT from Southern Oregon University and taught in a classroom for 20 years, most of them in alternative education. Before entering public school education, she started an outreach program (the Zoo to You) for Portland Parks and Recreation, taught interdisciplinary workshops on watershed and energy themes for the Children’s Museum of Portland, and traveled in several western states with a wildlife presentation for National School Assemblies.

Sarah Miner and Sarah Wheeler
School Garden Project of Lane County

During this workshop, presenters will share a lesson series designed for educators to help students strengthen their sense of place and connection to their school garden or outdoor classroom of any kind. These hands-on, standards-based activities are focused in the subject areas of art, writing, science, and data collection. They can be stand-alone, or practiced throughout the year and over the seasons, with many lesson extension ideas. Participants will practice the botanical illustration activity and come away with all of the lesson plans and worksheets, in addition to resources around creating a successful routine and best practices for outdoor classroom management.

Throughout the workshop, participants will learn strategies for designing inclusive lessons that support students with varying learning needs. We will model the introduction of the botanical illustration lesson and lead participants through the activity using the accompanying worksheet. During this time, we will point out components of the lesson that incorporate inclusive strategies for supporting students with varying learning needs. Additionally, participants will engage in a scavenger hunt designed to help educators evaluate the key considerations for using any space as an outdoor classroom.

Lucy Miner.
Program Director and Garden Educator for School Garden Project of Lane County, has 6 years of experience in environmental education, which includes facilitating lessons in a variety of ecosystems, coordinating volunteers and young educators, and incorporating standards-based curriculum into the outdoor classroom. At School Garden Project, Lucy coordinates educational programs with partner schools, supports garden educator staff, and leads hands-on science lessons in school gardens with elementary school students.

Sarah Wheeler has 6 years of experience as an environmental educator in school gardens. At School Garden Project, Sarah is a Garden Educator, leading hands-on science lessons in school gardens with elementary students, and Support Services Coordinator, a program which offers resources, consultation, and gardening advice to educational gardens in Lane County and beyond. Sarah has led workshops on outdoor classroom management and school garden development.

Saturday, September 29, 3:30 - 5:00pm
A New Era of Discovery: Connecting Students to Place Through Arts, Science, and Technology
Sarah Minette Kelly
Oregon State University, H.J. Andrews Experimental Forest

The Discovery Trail at the H.J. Andrews Experimental Forest (HJA) is a one-mile, ten-stop loop, representing a microcosm of HJA aquatic and terrestrial ecosystems. We created the Discovery Trail Interpretative Experience for local middle and high school students to share a greater understanding of our ecosystems. This activity is the first step in a larger strategy to build a curriculum based on science lessons in school gardens with elementary school students.

Youth are no longer content waiting for adults to combat the climate crisis. Twenty one youth from across the country have taken the leading greenhouse gas emitter, the US government, to court. Finding that "the right to a climate system capable of sustaining human life is fundamental to a free and ordered society," a federal judge gave the youth’s case, Juliana v US, the green light to go to trial. On October 29th, 2018, what some in the climate movement are calling the "trial of the century" will begin right here in Oregon, at the federal courthouse in Eugene! Corina Ridley-White is the Community Engagement Manager for Our Children’s Trust, the organization supporting the youth plaintiffs, and will present on the legal and factual basis of the case, as well as what a win for the youth plaintiffs means for us all.

The Reluctant Radical follows Ken for a year and a half through a series of direct actions, culminating with his participation in the coordinated action that shut down all the U.S. tar sands oil pipelines on October 11, 2016. The film reveals both the personal costs and also the fulfillment that comes from following one’s moral calling, even if that means breaking the law. Ken Ward has no regrets, and his certainty leaves the audience to consider if he is out of touch with reality, or if it is the rest of society that is delusional for not acting when faced with the unsettling evidence that we are collectively destroying our world.

Director Lindsey Grayzel, co-producer Deia Schlosberg and cinematographer Carl Davis were three of four independent filmmakers to be arrested and charged with crimes for filming the activists on October 11, 2016. Their charges have been dropped, and they have joined forces to tell Ken’s story through this film.

* Introductions, audience participation and Q&A will be facilitated by Joshua Frankel, Program Coordinator of Partners for Sustainable Schools.

Saturday, September 29, 7:00-8:00am
Taizé song circle: spiritual singing from the traditions from the Taizé and Findhorn communities
Roy Simpson
RangerRoyExplore.com

Meet me at the camp bell for this special offering. We’ll find a suitable place in nature for early morning spiritual singing.
When classical musicians are joined by Klamath drummers for an extraordinary world premiere inspired by Oregon’s breathtaking Crater Lake, deep connections between people, art and nature are revealed in an environment rich with historic and spiritual significance. This new half-hour documentary artfully portrays the world premiere of “Natural History,” the powerful composition by Michael Gordon inspired by and performed at the edge of legendary Crater Lake. The original score, commissioned by the Britt Music & Arts Festival in honor of the centennial of America’s National Park Service, brought members of the Britt Orchestra together with a diverse ensemble of musicians, including the Klamath tribe family drum group Steiger Butte Singers, regional choralists, brass and percussionists, led by charismatic conductor Teddy Abrams. Gordon met with the Steiger Butte Singers during his artist-in-residency at Crater Lake, also known as “giiwas” to the Klamath people, which translates to “spiritual place.” His meeting with the Klamath drum group, along with his research about how historical figures like Henry David Thoreau and early pioneers thought about nature, influenced both the music and the text of “Natural History.” The film shows rehearsals, interviews and excerpts from the first performances, weaving in origin stories and historical accounts from first visitors to the natural wonder which inspired the music. The result is a dynamic interaction between an extraordinary work of musical art and its spectacular setting that reveal the eternal power of Crater Lake.

As an environmental educator, have you wondered “How many of our students receive environmental education each year? Which schools aren’t receiving class lessons and field trips? Are we serving all communities equally?”. To help answer these questions and more, the Estuary Partnership has developed a new tool that will highlight our regional environmental efforts and lead to a better understanding of the distribution of environmental education programs in the Portland metro area. Join us for the unveiling of our GIS map of environmental equity and a lively discussion on how this tool can help your organization goals and how we can refine and improve this tool. We hope the GIS map will promote greater equity in education programming.

Note from your conference coordinator: Take a well-deserved break after lunch and join us for this beautiful and breathtaking film.

Saturday, September 29, 1:00-1:30pm
Assessing Equity in Environmental Education

Tonya McLean and James Sterrett
Lower Columbia Estuary Partnership

Archaeology and environmental education

Shirley Lomax
Western Oregon University

Discover lively, interdisciplinary activities that help elementary students understand the human ecological footprint and the challenges of sharing finite resources as our population grows. Build science, math, literacy and critical thinking skills while fostering global and civic awareness. A variety of activity formats – simulations, games, cooperative group work – aim for inclusiveness for students with different learning styles. Receive electronic lesson plans matched to NGSS, Common Core and OELP standards. Participants will engage in “Panther Hunt”: Every piece of land has a limited carrying capacity for the number of animals and/or humans it can support. In this simulation game (outdoors or indoors), students gain an understanding of carrying capacity when they act as predatory animals in a finite area and attempt to accumulate enough food to stay alive. Follow-up discussion considers different variables that could affect the animals’ survival and comparing/contrasting human needs with needs of other species.

Shirley Lomax is Supervisor for Student Teachers at Western Oregon University. For over 30 years, she was a teacher of Talented and Gifted, alternative education, social studies and language arts in the Salem-Keizer School District, and taught methods courses for graduate students at Williamette University. Shirley has been awarded Teacher of the Year by the National Council for Geographic Education. M.S., Geography, University of Oregon; B.S., Elementary Education, Western Oregon State College.
Strand: Connections Between the State of EE in Oregon and Beyond

Saturday, September 29th, 9:15am - 10:45am
Engaging Learners with Oregon’s Ecosystems, from Streams to Sagebrush

Rick Reynolds
Engaging Every Student & ShareOregon

Learn hands-on strategies to engage students in thinking about Oregon’s ecosystems and their fascinating organisms, from crayfish to coyotes. We will explore lessons that dive deep into our native and invasive species and the connections between them from free resources including Investigating Crayfish + Their Ecosystems (coming soon) and Inquiry, Exploration, and Service Learning in the Sagebrush Ecosystem. Participants will conduct line transects, set traps for crayfish, analyze skulls, integrate systems thinking, art, technology, and more!

Rick Reynolds has been a passionate educator and developer of educational resources for 25 years. Through Engaging Every Student, he creates curriculum and multimedia resources with partners such as the U.S. Fish & Wildlife Service, BLM, SOLVE, and PBS. His work helps all ages connect with nature, including The EverGreen Twins Activity Book, SOLVE’s Environmental Service Learning curriculum, Marco the Molecule, and Inquiry, Exploration, and Service Learning in the Sagebrush Ecosystem.

Saturday, September 29, 1:45 - 3:15pm

Morgan Parks
National Wildlife Federation

Becca Gilbert
Oregon Green Schools

Oregon Green Schools and National Wildlife Federation’s Eco-Schools USA are green school programs that empower PK-12 students to take sustainable action in their communities and become stewards of their environment through place-based authentic learning. By learning about waste, energy, wildlife and water systems, students will measure the difference they make in their schools, translating into positive impacts for our planet.

Whether you’re a formal or non-formal educator, your engagement with students can help schools earn recognition and awards for anything from resource conservation to raising salmon/trout in the classroom or learning about monarch butterflies and other wildlife. Come learn about our pathways of sustainability, help conduct an outdoor Schoolyard Habitat audit, and discover how schools can become certified by providing essential wildlife habitat elements. Benefits of our programs include improved environmental literacy and connection to nature, a reduced carbon footprint, alignment with education standards (NGSS/CCSS/NSES/OELP), active STEAM learning, lesson links and curriculum, free resources, financial savings, signage, and more. We will conduct an outdoor Schoolyard Habitat audit (assessment) of the camp facility and grounds as well as complete a Certification Checklist of present wildlife habitat components.

Morgan Parks, Oregon Education Coordinator - National Wildlife Federation, received her B.S. in Natural Resources from OSU and has 8 years’ experience in community education and engagement having previously worked for the Natural Resources Conservation Service, SOLVE, and the Cldakamas River Basin Council. She leads education programming including Eco-Schools USA, Garden for Wildlife (Certified Wildlife Habitats and Schoolyard Habitats), and salmon education initiatives (Fish Eggs to Fry) with NW Steelheaders.

Becca Gilbert graduated with an Elementary Education degree from Indiana University, then taught in Kenya before returning to teach in rural Kentucky for two years. Her she worked on Green School Programs and the Kentucky NEED program. She moved to Bend in 2015 to enjoy the lifestyle of the Pacific Northwest. She worked with Camp Tamarack Outdoor School as a field instructor for one season, which led to her role as Campaign Organizer for the Save Outdoor School campaign. She currently is a sustainability educator at The Environmental Center teaching students about waste, energy and climate change and assisting schools through the Oregon Green Schools certification.

Special Sessions: Sunday Morning Sessions

Sunday, September 30, 9:00-10:15am
INSPIRATIONAL LAST MORNING KEYNOTE: “As It Is Above; It is Below-Kapemni Doorways in the Night Sky”

Professor Annette Lee, Department of Physics and Astronomy
St. Cloud State University

Presented here will be indigenous teachings involving constellations such as: Blue Spirit Woman-To Win’/Un Win, Maang-Loon, and The Hole in the Sky-Bugonagagh, from the North American tribes: Ojibwe, Drakota, and Inrrew. These familiar stars of the Northern Hemisphere night skies have important teachings that embody the crucial relationship between the Sky-above, the earth-below, and our part at this doorway.

Annette S. Lee is an astrophysicist, artist and the Director of the Native Skywatchers research and programming initiative with three decades of experience in education as a teacher, university instructor, teacher educator, program administrator, professional visual artist, and researcher. The overarching goal of Native Skywatchers is to communicate the knowledge that indigenous people traditionally practiced a sustainable way of living and sustainable engineering through a living and participatory relationship with the above and below, sky and earth. We hope to inspire all people to have a rekindling or deepening sense of awe and personal relationship to the cosmos.

Sunday, September 30, 9:00-10:15am
FACILITATED NETWORKING SESSION BRIDGING ALL STRANDS: The Ecosystem of Outdoor Education: Exploring our Connections through Outdoor Education

Bethany Shetterly Thomas
ECO - Ecology in Classrooms and Outdoors

The Oregon Environmental Literacy Program (OELP) positions Oregon as a national environmental education leader by fostering environmental literacy at every grade level, K-12. What a lucky position for our students to be in, and what a great opportunity for us as EEAO members to support them.

With limited state funding available for the OELP, our organizations and foundations work together to help make the OELP substantial and meaningful. In working together, we are capable of bringing the students of Oregon outstanding experiences in and about nature. In order to better work together, we need to better know each other. There are so many hidden needs and resources amongst our own EEAO community. By getting to know each other and our organization’s better, we can better partner with one another, to provide outstanding environmental education opportunities for the students and teachers of Oregon. In this session, we will all share about ourselves, as well as our organization’s needs, resources and hopes and plans for the future. In developing our understanding of one another, we will build and strengthen relationships - the foundation of strong partnerships.

In addition to conversation, I will share some research, for background, on networks. This session will include indoor and outdoor activities, beginning with the “Natural Networks” activity outdoors followed by a “Rapid Collaboration” exercise indoors, where participants can openly share their needs and ideas, and respond to the needs and ideas of others.

Bethany Shetterly Thomas, a native Oregonian, was inspired to pursue environmental education through her own experiences in Outdoor School. In 2005, Bethany co-founded Ecology in Classrooms and Outdoors (ECO), a nonprofit, inspiring elementary school students to connect to the natural world through hands-on ecology experiences. To date, ECO has served over 20,000 students. Bethany is an Environmental Leadership Program Senior Fellow and alumna of Oregon Environmental Council’s Emerging Leaders Board.

Thank you to our generous Steward-Level Sponsors!
They are being honored in the following session rooms:

Grapevine Outdoor
Big Red Barn

GRAY FAMILY FOUNDATION
Evergreen

Mt. Hood

Metro
Fireside and Dining Room
Quick Reference Guide - By Strand

Connections Between the State of Environmental Education in Oregon and Beyond
Engaging Learners with Oregon’s Ecosystems, from Streams to Sagebrush: Rick Reynolds, Engaging Every Student Saturday, September 29, 9:15-10:45am

Ways to Engage with Green School Programs: Waste, Water, Wildlife and Working Morgan Parks, National Wildlife Federation and booze Gibert, Oregon Green Schools Saturday, September 29, 1:45-3:15pm

Crawling the Waters to Work with Formal Educators: Things you Need to Know About Creating a Bridge between Informal and Formal Education: Sarah Stapleton, University of Oregon Saturday, September 29, 3:30-4:30pm

IE Activities for a Very Popular Planet: Shirley Lomax, Western Oregon University Sunday, September 30, 10:30am-12noon

Connecting Tools, Technology and Science-based Education
Connecting Kids to the Outdoors with Cross-Age Mentoring: Marie Reeder, Rogue River School District Saturday, September 29, 11:00am-12:00noon
Lessons for Success in the School Garden or Outdoor Classroom: Lucy Minier and Sarah Wheeler, School Garden Project of Lane County Saturday, September 29, 1:45-3:15pm

A New Era of Discovery: Connecting Students to Place Through Arts, Science, and Technology: Sarah Minette Kelly, Oregon State University, H.J. Andrews Experimental Forest Saturday, September 29, 3:30-5:00pm

Connecting Pollination to Food Production through Hands-on Exploration and Service Learning: Karessa Rudd, Oregon Agriculture in the Classroom Sunday, September 30, 10:30am-12noon

Connecting Oregon Communities: DEI Initiatives and Practices in Action
Connecting Rural & Urban Communities: Breaking the perceived barriers with intentional, place-based environmental education: Karella Ver Eecke, Kora Mousseaux and Clint Nichols, JSWCD - Jackson Soil & Water Conservation District Saturday, September 29, 9:15-10:45am

Reflecting on Personal Perspective: A Tool for Educators: Sarah Anderson, The Cottonwood School of Civics and Science Saturday, September 29, 11:00am-12:00noon

Cultural Curiosity in the Outdoor Classroom: Robin Butterfield, Winnebago Tribe of Nebraska with ancestry from the White Earth Ojibwa Tribe of Minnesota, Education Ciera Green, Hmiqiyuem, Traditional Ecological Knowledge/Chemistry/STEM Education Saturday, September 29, 1:45-3:15pm

Sail to Soul: Inquiry into Pan-African Earth Connection: Danielle Jones, KeearoPDX Saturday, September 29, 3:30-4:30pm

Developing Culturally Responsive Outdoor Education: Antonia Decker and Lena Baucom, Straub Environmental CenterSunday, September 30, 10:30-12:00 noon

Connecting Nature, Arts, Spirit and Science
Connecting Outdoor School and EE with Arts & Creative Writing: Tessa Malysenko, WNetmate Partnership Saturday, Sept. 29, 9:15-10:45am

An Experiential Introduction to Sharing Nature Activities: Roy Simpson, RangerRoyExplore.com Saturday, September 29, 11:00am-12:00noon

Establishing Connections in Environmental Science By Engaging Learners And Integrating Relevance, Responsibility, and Resilience: Valerie Stephan- Lefkovitz, The Animals’ Trust Saturday, September 29, 1:45-3:15pm

From Hopelessness to Love: Countering Narratives of a Dystopian Future: Lauriel Amoresos, The Cottonwood School of Civics and Science & Doctoral Student at Portland State University Saturday, September 29, 3:30-5:00pm

Using Primitive Skills to Teach About the Natural World (2 session options available): Tiwi Lynask, Cascadia Wild Saturday, September 29, 9:15-10:45am Sunday, September 30, 10:30am-12:00noon

Connecting Educators and Students to Outdoor School
Fostering Creativity and Ingenuity in Outdoor Classrooms: Kirsten Haugen, Nature Explore Saturday, September 29, 9:15-10:45am

Outdoor School for ALL: Diverse Programming and Impacts in Oregon: Breven Brown, Oregon Environmental Literacy Program Spirit Brooks, Oregon State University Extension Saturday, September 29, 11:00am-12:00noon

Outdoor School Field Study Activities in Rotation: Sample what is offered to students here at Cardy Grove: Jennifer Bacham and Andrea Husey, Multnomah Education Service District Saturday, September 29, 1:45-3:15pm

Outdoor School: The Value of High School Leader Participation: Jennifer Bacham and Andrea Husey, Multnomah Education Service District Saturday, September 29, 3:30-4:30pm

Stewardship Based Outdoor Education & Talking Trash: Lisa Habecock and Puska Rice, Haystack Rock Awareness Program Sunday, September 30th, 10:30am - 12pm

Special Sessions:
Opening Keynote: “Our Climate, Our Future” Our Children’s Trust Lawsuit Against the Federal Government: Coral Riley-White, Our Children’s Trust Friday, September 28, Keynote, 7:15-9:30pm including “Reluctant Radical” Documentary Film: In attendance: Ken Ward, Movie Protagonist

Two Lunchtime Sessions:
*Symphony for Nature* Film Screening: Saturday, September 29, 1:00-1:30
Evaluating Anxiety in Environmental Education: Tany McLean and James Sterrett, Lower Columbia Estuary Partnership Saturday, September 29, 1:00-2:30pm

Last Morning Keynote: “As It is Above, It is Below” An Experiential Introduction to Sharing Nature Activities: Texas Malysenko, WNetmate Partnership Saturday, Sept. 29, 9:15-10:45am

What We Want
In a poem, people want something fancy, but even more, they want something made plain, easy to swallow—not unlike a suddenly harmonious passage to an otherwise difficult and sometimes dissonant symphony—
even if it is only for the moment of hearing it.
- Mary Oliver

Meet Our Board, Staff and Contractors:

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Traci Price, Diversity Initiative Contractor

Our Mission
To cultivate environmental literacy and engagement among diverse community

Environmental Education Association of Oregon

2018 Conference

A Welcome Message from your Conference Coordinator:

As we explore our connections through environmental education this weekend, my hope is that this conference will be a rich experience for all of us and that we will come away with new ideas and new friends. I also hope there will be a time and place in this camp setting where we can deepen our connection to nature. We have an opportunity to see this special place through the eyes of the students who come here each year for Multnomah ESD Outdoor School, and enjoy a glimpse of how they experience these woods, this river.

My deepest hope is that we return home with a restored passion for the work we do. Our lives are busy and complex, and we are living in challenging times. But we have an opportunity here to slow down and find beauty, peace, and inspiration. May you find special moments of clarity and harmony over the next few days. With that in mind, I wanted to share with you the insight that Mary Oliver provides in her poem “What We Want.”

Know that you are appreciated and that our time together this weekend celebrates each of you, as well as your work. Your input is welcome, including concerns and also ideas for how we can make this experience even better. If for some reason you are not finding me and you want to be in touch, please feel free to call, text, or email, but not early, early morning. :)

541.864.0269 cell | karonnikadesign@gmail.com

Thank you for being here!
Karin Onkka
Thank you!
This conference would not be possible without the assistance and dedication of the following individuals and businesses. Feel free to express your gratitude.

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Amy Busch, Board Chair
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Friends of Outdoor School is a statewide organization dedicated to increasing student access to high-quality Oregon Outdoor School programs, which contribute to educational development, inspire youth and promote personal growth.

The support of individuals, community organizations, businesses and partners allows Friends of Outdoor School to:

- Advocate for Outdoor School funding and development
- Gather resources to support programs, providers, facilities and schools
- Engage the community with Outdoor School in the state

Create and grow a network of those throughout Oregon who love and support ODS
Gather, train and activate ODS advocates
Connect volunteers to ODS
Provide expert referrals to those seeking specific information about Outdoor School in Oregon
Facilitate networking among ODS sites; Connect ODS sites with potential partners
Identify potential resources to enable sites to provide a safe and efficient space for students to experience ODS

Please join us! On behalf of Oregon’s children—our future—help Friends of Outdoor School achieve our shared vision: that every Oregon student attends a week of Outdoor School.

Friends of Outdoor School: Your statewide information hub for Outdoor School support and networking.
2018 Environmental Education Conference
Exploring Our Connections through Environmental Education
September 28 - 30, 2018 | Canby Grove, Oregon

Conference Strands:

Connections Between the State of Environmental Education in Oregon and Beyond

Connecting Tools, Technology and Science-based Education

Connecting Oregon Communities: DEI Initiatives and Practices in Action

Connecting Nature, Arts, Spirit and Science

Connecting Educators and Students to Outdoor School