



# EE CONNECTIONS

Vol. 13, No. 1: Summer 2005

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## National Environmental Education Conference will be held in Albuquerque in October 2005

Albuquerque has been selected as the host city for the 2005 annual conference of the North American Association for Environmental Education (NAAEE) to be held from October 25-29, 2005. The conference is being planned with the Environmental Education Association of New Mexico (EEANM).

The theme of the conference is "Sustainability and Environmental Education: Focus on the Future." The event will bring leading environmental education researchers and practitioners together to the beautiful high desert country of New Mexico to examine the implications and impacts that environmental education can have in terms of our society, environment, economy, and global responsibilities and perspectives. The conference will also include a strand pertaining to traditional and leading edge environmental education. Presentations will share the latest professional practices by leading EE experts from around the world.

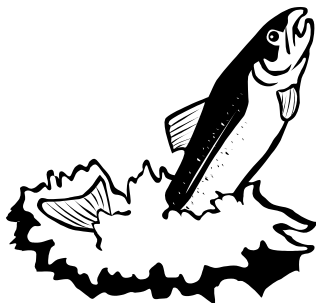
A significant part of this year's presentations will be tailored to special audiences including Spanish-language speakers, K-12 teachers, and environmental education researchers.

Additionally, a number of one-day workshops, special events and guided field trips will be offered. Many of these will provide opportunities to get acquainted with local areas of natural and cultural significance, along with the culinary traditions, arts and music that make up the unique heritage of the state of New Mexico. See page 5 of this newsletter for more information about the conference.

**To register for the conference or obtain additional information, please visit the NAAEE website at**

**[www.naaee.org](http://www.naaee.org)**

## A Message from the President



Ahhh, summertime and the living is easy. Rio Grande Cutthroat Trout are jumping and the Indian Rice Grass is high. Well, maybe it has been an easy summer for you and maybe its been breakneck crazy. However your summer plans are faring, I hope that it includes some time outdoors with friends and family. I also hope it includes some time working to make EEANM stronger in the months and years ahead. It's trite but true- EEANM is *your* organization and your time and energy do make a difference.

It has been and continues to be a historic year in the history of EEANM. I want to invite you to be part of the fun and excitement! As you may know, this coming October 25-29, 2005, EEANM is the official host for the North American Association of Environmental Education Annual Conference in Albuquerque at the Convention Center. This year's conference is entitled "Sustainability and Environmental Education: Focus on the Future" and will bring together environmental education researchers and practitioners from around the world. For more information about the NAAEE conference, go to page 5 of this newsletter.

Great News for EEANM! This year the NAAEE Board recently approved a new policy that will result in offering the host organization (that is us) 3 % of the registration fee income! This means that, in addition to all the other reasons we have to encourage EE professionals and educators to show up in October, we now have a direct financial stake in promoting registration at the Conference.

Another special note: At the Conference we are going to honor the North American Environmental Education K-12 Teacher of the Year. What makes this unique is that this is a brand new award and will be presented to a **local New Mexico teacher** on Friday, October 28, 2005 at a formal Awards Luncheon. If you know of anyone that deserves to be nominated (including yourself!) please forward those names and summary of accomplishments to Susan Gorman, PioneerWest at 505-259-7190, bblairb@aol.com.

Membership renewal letters have gone out and if you haven't sent your dues in yet you are missing out on a special drawing for **one free full registration** for the NAAEE Conference in October!

I cannot close without a special, personal thanks to Cheri Vogel, NM Office of State Engineer, for all of her incredible energy and time spent organizing the NAAEE Conference so far! Officially, Cheri, myself, and Dr. Deb Thrall are Conference Co-Chairs. But the reality is that in the last few months, Cheri has been the Conference Chair. Thanks Cheri! And thanks as well to everyone on the Local Planning Committee helping to make this Conference a reality.

Kevin Holladay  
President, EEANM  
(505) 476-8095  
[kevin.holladay@state.nm.us](mailto:kevin.holladay@state.nm.us)

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" We would like to extend a special welcome to  
" Angie Scherbarth! Angie has volunteered to be  
" our membership coordinator and assistant  
" newsletter editor. Thank you Angie!  
" -----

## Members of EEANM Step Up to Make Conference a Reality

The Environmental Education Association of New Mexico has taken on the challenge of hosting the 34<sup>th</sup> Annual Conference for the North American Association of Environmental Education. The conference will be at the Albuquerque Convention Center from October 25-29, 2005 and is expected to draw over 1,000 participants. The huge effort of hosting this much-anticipated conference has been shared by many of the EEANM members. Already 13 field trips have been planned, 14 workshops, and 200 plus presentations, roundtables, and poster sessions have been selected, along with some great social events.

EEANM Conference Committee Members are still working diligently and could occasionally use some extra help. Volunteers will be needed for various jobs during the conference, exhibitors are needed for both the exhibit hall and the Share Fair, items are being requested for the Silent Auction and much more. If you are interested in helping out, please contact Kevin Holladay ([kevin.holladay@state.nm.us](mailto:kevin.holladay@state.nm.us), 505-476-8095) or Cheri Vogel ([cheri.vogel@state.nm.us](mailto:cheri.vogel@state.nm.us), 505-827-4272).

A special thanks goes out to all of the committee members: Ken Barragan, Dr. Richard Becker, Cassie Benson, Steve Cary, Vince Case, Stephanie Dobbie, Mary Dwyer, Eileen Everett, Mark Everson, Anna Gahl Cole, Susan Gorman, Bill Hayes, Roberta Hayes Sparks, Kevin Holladay, Lori Jones, Kim King-Wrenn, Tish Morris, Richard Reif, Dan Shaw, Peg Sorensen, Dr. Deb Thrall, Dana Vackar Strang, Cheri Vogel, Colleen Welch, and Rob Yaksich.

Thanks!

## **ECO-ED** The Listserv for New Mexico Environmental

**Educators** If you haven't signed on to the eco-ed listserv, you are missing out on a great form of communication regarding environmental education in New Mexico. Signing up is easy; just follow the directions below.

The following is an example of how you would subscribe if your email address was `leo@aldo.org`

1. Convert your email address as follows:  
`leo@aldo.org` becomes `leo=aldo.org`
2. Add your converted email address to this phrase:  
`ecoed-subscribe-leo=aldo.org@lists.nm.org`
3. To subscribe, send an email message to:  
`ecoed-subscribe-leo=aldo.org@lists.nm.org`
4. Don't put anything in the subject line or in the body of the message.
5. To send a message to the listserv, address it to:  
`ecoed@lists.nm.org`
6. To unsubscribe from the listserv, send an email to:  
`ecoed-unsubscribe-leo=aldo.org@lists.nm.org`
7. To reply to an individual's message on the listserv, please create a new email message with their email address in the "To" field. Do not press "Reply" or your message will go to the entire listserv.

## EEANM sponsors 8th Youth Conference on the Environment

On April 13, 2005, EEANM joined with Sandia National Laboratories and the South Broadway Cultural Center to host the 8th annual Youth Conference on the Environment. The theme of this year's conference was, "Alternative Energy: Fuels for the Future." Approximately 150 high school students from the Albuquerque area attended the conference to learn about biodiesel, fuel cell, wind, solar, geothermal and nuclear energy.

In addition to a number of presentations about the different types of alternative fuels, students watched a short film about a wacky guy from Telluride who makes fuel for his topless pickup truck from used french fry oil. They observed a heated discussion regarding the pros and cons of nuclear energy. And, they checked out some hybrid cars provided by Toyota.

In addition to helping with the planning, EEANM paid for substitutes and transportation for those schools that would not have been able to attend otherwise.

## Service Learning Grants are a Success

During the 2004-2005 school year, EEANM awarded 4 community groups with \$500 to accomplish a service learning project. These grants are just one way that EEANM supports environmental education around the state. The innovative projects included:

- Solar powered water conservation and xeriscape project at Pojoaque Valley High School in Pojoaque
- Community garden at Cornstalk Institute in Albuquerque
- Gila River Water Quality Survey by La Plata Middle School in Silver City
- Community xeriscaping project by Ojo Encino Day School in Cuba

EEANM will offer another set of environmental service learning grants next school year. Teachers and other community leaders are encouraged to apply. Application forms will be available in September. If you are interested, contact Stephanie Dobbie at [stephaniestansbury@earthlink.net](mailto:stephaniestansbury@earthlink.net).

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## EEANM<sup>BOARD OF DIRECTORS</sup>

*All phone numbers are area code (505) unless otherwise noted.*

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# NAAEE Conference at a Glance

## Themes and Strands

### Sustainability and Environmental Education: Focus on the Future

- Sustainable Environment
- Sustainable Society
- Sustainable Economy
- Global Responsibility for Sustainability
- Traditional and Leading-Edge EE



Three new tracks, environmental education research, Spanish-language presentations, and K-12 teachers presentations, will be included throughout the conference, cutting across the five traditional strands.

## Keynote Speakers

Dr. Peter Senge, Society for Organizational Learning

Peter M. Pino, Tribal Administrator, Zia Pueblo

Governor Bill Richardson, Invited

Tiahoge Ruge, Center of Education and Training for Sustainable Development

Janine M. Benyus, University of Montana

Dave Simon, Director, New Mexico State Parks

## Workshops

Fourteen workshops have been selected for the Albuquerque conference. Eleven of them will be presented as pre-conference sessions starting on Tuesday, October 25 from 7 to 9 pm and on Wednesday, October 26 from 9 am to 5pm. The remaining three workshops will be held on Saturday, October 29 from 9 am to 4 pm. The wide variety of topics means that there is something for everyone. Workshops do require an extra fee; costs will vary depending on the presenter and materials. Please pay close attention to potential conflicts in scheduling with fieldtrips. Transportation is provided for workshops that are held off-site. Register early to save your spot.

## Field Trips

Thirteen field trips were selected for pre and post conference enjoyment and education. They vary in length and driving time. For instance, you could take an early morning birding trip to the Rio Grande Nature Center, or spend the day going to both Sevilleta and Bosque del Apache National Wildlife Refuges. Earth Works Institute is providing a tour of their sustainability education center and Casa San Ysidro is providing a look at 18<sup>th</sup> Century New Mexico. Check out all of the field trips and be sure to schedule carefully.

## Social Events

The social events were designed to compliment the more formal sessions. We want to make sure you have plenty of time to network. There will be two receptions, two breakfasts in the exhibit hall, and one lunch included in the registration fee. The Exhibit Hall Opening will include the author's corner and a mariachi band from a local elementary school. The Affiliates Welcome is all about southwestern style desserts. The Artisan's Event on Saturday will include New Mexico artists, so bring plenty of money to spend. There will be a silent and a live auction to raise money for next year's scholarships, and much, much more. Come ready to mingle and have fun!

For more information on the conference and to register, please go to the conference website at [www.naaee.org](http://www.naaee.org).

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## Students Exercise their Minds!

By Susan Gorman



"Let's see what happens if we spill oil on the ground and it rains."

"Ooh, the oil runs right into the river. Yuck!"

Conversations like this will be happening again this fall at the Albuquerque Convention Center as 4th grade students enjoy the exhilaration of discovery as they see "Why the River Runs Brown."

Next door, students will fill cups with rocks, clay and sand to create a mini-aquifer complete with a straw "well." They'll learn that an aquifer is more like a lot of wet sand and rocks underground than an underground lake.

In every room of the Albuquerque Convention Center West Complex, students will discover real water facts and concepts and exercise their critical thinking skills through fun, hands-on activities. Different activities will be presented in each room, 21 in all, about water science, history, geography, and our water future. More than 1,000 4th grade students from schools in Albuquerque and Rio Rancho, will participate in the seventh Middle Rio Grande Children's Water Festival that will be held October 13 and 14.

Students will make model aquifers from ice cream, ice and soda and test their water knowledge in lively games of Water Jeopardy. They'll discover what it's like to be a Rio Grande Cutthroat Trout and how to determine the purity of a stream by identifying which "bugs" live there. They will learn to really appreciate how much water a gallon of water is as they haul enough to flush the toilet or brush their teeth. They will discover how thrifty plants can survive in a thirsty land like New Mexico.

Since 1999, over 7,500 students have participated in the Water Festivals. That means the students who participated in the first Water Festival are now in high school! Before long, they will be making lifestyle decisions and, we hope, voting!

Will they remember the lessons of the Water Festival way back when they were 10? We hope the answer is YES!

Over the years, we have expanded the methods we use to evaluate the effectiveness of the Festivals from questionnaires and teacher interviews to visits with the students after the Water Festival and "Before" and "After" Water Use Surveys. We have identified the six Big Water Questions that encompass the "Big Picture" of water:

Why is water so important to life?

What is the water cycle and why is it important?

What is a watershed and how does it function?

How do trees, plants, animals, people, soils, and water depend on each other?

How do our actions affect water quality?

How much water does my family use?

We are convinced that if students learn about all of the many aspects of water while their minds are open and their curiosity is boundless, they will understand the connections and interactions more clearly. As adults, we tend to separate water conservation from water pollution and surface water from ground water. The kids haven't put things in boxes yet and so when we ask how trees, plants, animals, people, soils, and water depend on each other, students understand the connections!

Join Us! Be a Water Festival sponsor! Make a tax deductible donation to make the Water Festival a reality! Sponsors are recognized through press releases, logos and large signs displayed at the Water Festival and lists on the T-shirts, teacher packets and on the website. Sponsors receive a VIP invitation to the Water Festival. Other ways to participate include presenting an activity or volunteering on the big days!

For more information, contact Festival Manager Susan Gorman, at (505) 259-7190, or at [H2ofest@aol.com](mailto:H2ofest@aol.com). To learn more about the Children's Water Festivals log onto [www.pioneerwest.net](http://www.pioneerwest.net).



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## The Colorado River and My Sense of Place

By Colleen Welch

*Rio Colorado, your waters carry the color of my blood, the color of our blood—all of us who depend upon your life-giving water. I am grateful to have lived along your side, to have cooled myself in your waters on hot summer days, to have cried and laughed with your flow, to have prayed and played by your side. Rio Colorado, you are a mother river, supporting life as you sing your way from the alpine Rocky Mountains in Colorado to El Golfo de Santa Clara, Sonora, Mexico. I grieve that in most years now, your waters are consumed before reaching the sea. You are truly a mother of rivers, always giving.*

My salute to the Colorado River offers a hint of my connection to this 'mother river' and to my homeland of Colorado. The majority of my adult life was spent in the central Rocky Mountains and then five years living along the Colorado River in Palisade, CO. Those years living beside this mighty flowing river were special and my sense of place became quite grounded in the land of my birth.

I was honored to have been a part of the new Educator's Guide for International Project WET and Watercourse, called *Discover a Watershed-The Colorado*. As educators, we often speak to this concept of 'sense of place.' I am comforted to know that there are many people from the U.S. and from Mexico that also share a strong sense of place for the lands that make up the Colorado River watershed.

In January of 2003, representatives from the Colorado River watershed in both the U.S. and Mexico were invited to take part in developing original activities for *Discover a Watershed-The Colorado*. The team from New Mexico included myself, representing the NM Dept. of Game and Fish, Bryan Swain, NM Project WET Coordinator, and Katie Gilbert, a teacher from Kirtland Central High School in Farmington. David Dawson, formerly from Utah, joined us in 2005. Many of us also participated in reviewing and piloting the new activities. The project managers and primary authors of the new guide, Lisa and Justin Howe, took the plethora of activities that were produced, selected those for publication, finalized the writing of each and brought the *Discover a Watershed-The Colorado* to completion.

In May of 2005, the same group of activity developers met in Mexicali, Mexico to celebrate the newly published

Educator's Guide. A trip to La Cienega de Santa Clara highlighted this trip. As we traveled from Mexicali to La Cienega, we visited sites along the All American Canal and the Morelos Dam, bordering the U.S. and Mexico. We also viewed the canals used in the Mexicali Valley, that along with San Luis Valley, CA, provides the U.S. with 80% of our winter vegetables.

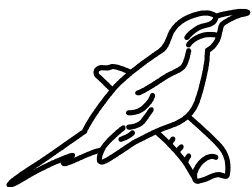
La Cienega de Santa Clara, a wetland marsh in the Mexican delta, is formed by salty return flows from irrigation districts in southwestern Arizona. This 12,000-acre wetland provides a glimpse of the former Colorado River Delta, a 2-million acre wetland before dams and diversions stopped the Colorado's water from reaching it. La Cienega provides habitat for pelicans and many other species of birds and fish.

*Discover a Watershed-The Colorado* will provide an excellent compliment to the previous *Discover a Watershed- The Rio Grande*. Although the main stem of the Colorado River does not enter New Mexico, its tributaries, the San Juan, the San Francisco and the Gila Rivers, are parts of the Colorado River watershed. Both the Colorado and the Rio Grande Educator's Guides have similar formats and share the Discover a Watershed Series Mission: "To reach children, young adults, teachers, parents, and communities through water education." The New Mexico team consisting of Bryan Swain, Katie Gilbert, Dave Dawson and Colleen Welch will be offering workshops beginning in the fall of 2005 for anyone interested in sharing the *Discover a Watershed-The Colorado*. Please contact Bryan Swain at 505-646-1378 or Colleen Welch at 505-476-8119 for more information.

I would like to share the dedication of *Discover a Watershed-The Colorado*, made by Valerie Gates, one of the primary sponsors of the Watershed Series:

"The future of this great watershed depends on knowledge, commitment, cooperation. Cherish the water, for it is life—our life, nature's life, our planet's life. Our future depends on it."

— Colleen Welch is the Assistant Coordinator for NM Project WILD and Conservation Education with the NM Dept. of Game and Fish.



## Piñon Jay Challenge

An EE activity provided by Mark Everson

Bioregional Outdoor Education Project

Goal: To understand the special relationship between the piñon jay and piñon pine tree.

Objectives Students have the potential to:

- Learn about the piñon jays' special adaptations and strategies for surviving a harsh winter
- Learn how a piñon pine tree insures its seed gets planted in optimum growing conditions.
- Learn about how the piñon jay and the piñon pine depend on each other for survival.

Grade Level: As written, 2<sup>nd</sup> grade and up; with adaptations, K and up.

Time: 20 – 40 minutes

Materials: 5-10 popcorn kernels (or some other bio-degradable, non-exotic seed) per student, sample of piñon nuts/shells, and picture of a piñon jay and a piñon tree.

### Activity Procedures

[**Safety Note:** Do not use beans or nuts if any of the students are allergic to legumes or nuts]

**Engage and Explore:** Gather students under a piñon pine. Explain that each person will get five seeds and that when you say “go,” they will have two minutes to hide them anywhere within designated boundaries. They should hide them carefully so that no one else sees where they hide them, and in separate spots. Designate the boundaries and begin. *Do not explain why they are hiding the seeds.*

**Explore and Explain:** When they return, have them sit in a circle and ask if they know anything about these trees that they are sitting under. Discuss and explain (if no one knows) how important the piñon pine tree is to this ecosystem and the people who live here. Highlight the importance of the wood, pitch, and especially the seeds.

Then ask if the students know of any animals that might also depend on the tree. Explain about the piñon jay by showing a picture of the bird. Explain how the piñon jay picks the seeds out of the cones based on:

- Color (dark seeds tend to have good nuts, whereas light, buff colored seeds tend to be empty)
- Sound/feel (the bird clicks the seed a few times to test its sound and feel)
- Weight (if the seed is heavy, it is probably good; if it is light, then it has probably already been eaten by an insect and is not good.)

If the seed is good, the jay opens the shell and stores the kernel in a specialized and stretchable esophagus pouch—up to 50 nuts at a time! Then it flies to spots where it hides them in the ground as **caches**. Explain that a cache is a hiding place to store food. Piñon jays have been known to cache up to 20,000 seeds every season. They use the caches as their food supply all winter.

When piñon jays want to bury a cache, they fly to a south facing slope, bury 2-5 seeds in a shallow hole and cover the hole with a little dirt. The birds also use a special method for remembering and finding their caches. It is called **triangulation**. When the bird finds a good hiding place, they look around for three landmarks, such as a tree, stump, or boulder that they can memorize. This way, when they return in the winter, they can remember where the three landmarks are and also where they buried the seeds.

**Elaborate and Evaluate** by telling the students that they are piñon jays and they just hid their cache of seeds for the coming winter. It is now winter and time to see if they can find their seeds. Give the students about a minute to find their seeds. They are also allowed to look for and keep other birds' (kids') seeds, but only after they have looked for their own first (this is how it works in nature!). Call all the kids back to the circle when time is up.

(Continued on page 9)



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## Bioregional Education Thrives at Eastern Agency Navajo Schools

By Mark Everson

Teachers from 6 different BIA Navajo schools in northwestern New Mexico have completed a rigorous program in environmental and outdoor education. The Bioregional Outdoor Education Project trains and mentors teachers at elementary schools on the Colorado Plateau. It emphasizes place-based, environmental education methods and activities as a way to integrate existing educational standards in a more realistic, meaningful, and engaging way.

Teachers have been working for the last 2 years on the certification by regularly teaching place-based environmental education lessons in their classroom, mentoring other teachers in environmental education integration, and sharing new ideas through regular school in-services. Congratulations to the following teachers who have or will soon be finished with the certification in bioregional outdoor education:

Mariano Lake Community School: Janie Denton (1<sup>st</sup>), Katie Roller (K), Raynette Nahkai (4<sup>th</sup>), Rita Rangel (4<sup>th</sup>)

Baca/Dlo'ay Ahzi: Sarah Swift (SPED), Patty Keathly (2<sup>nd</sup>), Shelly Stotler (5<sup>th</sup>)

Ojo Encino: Teresa Bieniek-Abeyta (5-8<sup>th</sup> Language Arts/Social Studies)

Dzilth-na-o-dith-hle: Maria Berry (K), John Henderson (5<sup>th</sup>)

Tse'ii'ahi: Charlene Morris (3<sup>rd</sup>), Maria Flores (4<sup>th</sup>)

Alamo: Christine Mickelson (K), Glenda Sullivan (5<sup>th</sup>)

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(Continued from page 8)

If the students found:

- Five or more seeds, then they survived the winter and had a nice big family next spring.
- Four seeds, they survived but didn't have enough energy to have a family in the spring.
- Three seeds, they might die during the winter (if it was a hard one) or barely survive.
- Two seeds, they lived for the first part of winter and died in a large, spring snow storm.
- One seed, they lived until the first heavy snow in January, and then they died.
- Zero seeds, they died in the first snowfall in December.

Continue the discussion by asking why jays tend to bury their seeds on south facing slopes. Shallow snow on south slopes means easier digging for seeds. Highlight how both the bird and tree benefits from this process. Explain that if a bird dies during the winter, forgets where the seeds are buried, or doesn't need them, the seeds then have a perfect place to grow into a new tree.

**Extension:** Play another round with 7-10 seeds. Encourage students to look for landmarks, steal other birds' caches, and bury their caches in good places for finding seeds in the winter time.

### **Classroom assessment:**

Students could write a story about a piñon jay and a grove of piñon trees, throughout the seasons. Students should incorporate into their story the different things that this species does to survive, typical weather for your location, and ways the trees benefit from jays' activities.

Source: Adapted from an activity created and used at the Teton Science School

Background: *Made For Each Other: a Symbiosis of Birds and Pines*, by R. M. Lanner

New Mexico Correlated Standards: Science: Str 2, St 2, Bch 1, PS 1 Math: St 8, Bch E





# MATERIALS & OPPORTUNITIES

## Join the Board of EEANM

Let's say you've been a member of EEANM for years, or maybe you just joined. Perhaps, you've been teaching EE for a decade, or maybe you are just now learning about it as a career. Either way, you could be the next secretary, treasurer, president elect, or member-at-large on the Board of EEANM. Every year, we search high and low for new individuals to join us in promoting EE around the state.



What kind of commitment is required to be on the board? It depends on the position, but all of the positions require that you attend our bimonthly meetings. Do you live too far away to attend meetings in Albuquerque or Santa Fe? No problem. We'll call you on a speaker phone and you can join in on the meeting from the comfort of your own living room or office.

The next President Elect will make a 3-year commitment. He/she will serve one year as president elect, one year as president, and a final year as past-president. As president elect, this person is responsible for planning the EEANM annual conference. As president, he/she will plan and facilitate our meetings and keep the organization on track. As past-president, he/she will be in charge of recruiting nominees for the yearly ballot. The lucky person who becomes Secretary will attend our meetings, take notes, and distribute them to everyone on the board. He/she might also serve on a committee helping out with technology, our quarterly newsletter, membership or special programs. The Treasurer is in charge of the money. He/she will keep track of monthly spending and income, as well as keep us current with tax forms and non-profit status. This person needs to be extra responsible and detail oriented. Is that person you? Finally, members-at-large join us at our meetings and serve on a committee such as those mentioned above. This is a great way to get your feet wet and learn more about the organization that you will grow to love.

How would you like to plan the next Youth Conference on the Environment? Wouldn't it be fun to help administer service learning grants? We need some new faces and innovative ideas. We need representatives from around the state. We need individuals who are dedicated to promoting EE and improving communication amongst environmental educators. Are you interested in joining the board? Please contact Stephanie Dobbie at (505) 256-4343 or [stephaniestansbury@earthlink.net](mailto:stephaniestansbury@earthlink.net).

## Service Learning Grants Available for 2005-2006

Last year, EEANM awarded \$500 to four different community groups to accomplish an environmental service learning project. To read about the grant recipients, go to page 4 of this newsletter. These projects were such a success, that we have decided to do it again.

Teachers and other community leaders are encouraged to apply for these grants. Applications will be available in September of 2005, and will be due December 1. Funds will be awarded in January, 2006. Projects must be completed by the end of the 2005-2006 school year. Contact Stephanie Dobbie for more information, (505) 256-4343 or [stephaniestansbury@earthlink.net](mailto:stephaniestansbury@earthlink.net).

Start thinking of how you will engage your students in a meaningful learning experience that also puts them in the position to make positive contributions to their community. Better yet, have your students choose a project that draws on their own interest and expertise. We hope to award you a grant next year!

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# MATERIALS & OPPORTUNITIES



## Capitol Holiday Tree: A Gift from the Land of Enchantment

[www.capitolholidaytree2005.net](http://www.capitolholidaytree2005.net)



New Mexico has been given the honor to provide the 2005 Capitol Holiday Tree for the U.S. Capitol in Washington, D.C. The tree will be provided by the Santa Fe National Forest in partnership with Tree New Mexico, Inc. and the State of New Mexico. This gift to the nation is from our entire state and we would like to get everyone involved in this exciting project! We need help from New Mexico students to create and donate thousands of handmade ornaments to decorate the Big Tree. First Lady Barbara Richardson is leading this effort in partnership with the NM Public Education Department and the Santa Fe National Forest.

NM Public Education Department and Santa Fe National Forest Conservation Education will develop templates and sample lesson plans for ornament design for teachers to use. Templates and lesson plans will be developed for elementary, middle-school and high-school students and will be available on the Capitol Holiday Tree 2005 website. Teachers and students may also choose to use the design criteria to create ornaments that reflect their own communities or unique ideas.

Ornaments should depict the theme, “A Gift from the Land of Enchantment” and will provide wonderful opportunities for New Mexico school children to demonstrate what New Mexico means to them. Whether they represent our rich cultural heritage, our diverse natural resources, or other aspects of our state, the ornaments will help convey the particular beauty that is New Mexico. All students who create Capitol Holiday Tree ornaments will be eligible for a drawing for a free trip to Washington, D.C. to view the lighting ceremony in mid-December. One student (along with a parent or legal guardian) and that student’s teacher will be chosen for this honor. Collection of ornaments will not begin until September 2005. Ornaments must be submitted by October 21, 2005.

## New Middle School Curriculum from Population Connection

[www.populationeducation.org](http://www.populationeducation.org)

An interdisciplinary, environmental education and global studies guide in one, **People and the Planet** covers concepts and objectives central to science, social studies and math. Through 33 hands-on and minds-on activities and four readings, students explore the interconnections of human population growth, natural resource use, solid waste management, biodiversity, social justice and community well-being. The readings and activities are organized around four themes: Understanding Population Dynamics; People, Resources and the Environment; Issues for the Global Family; and You and Your Community.



The CD-ROM matches activities to national standards for ten different subject areas, sorts them by thematic unit, subject and topic, and includes a thorough teacher’s guide with instructional readings, helpful graphs and an inclusive list of sources for further research. It has more than 200 printable pages and is both Windows and Mac compatible. The CD-ROM is available for \$13.00 plus shipping and handling at [www.populationeducation.org](http://www.populationeducation.org) or call 1-800-767-1956.

On the newly designed website for Population Connection’s Education Program, teachers can find free hands-on activities that address population dynamics, environmental issues, global inequities and community well-being. Along with the curriculum to download in PDF format, the site offers information about teacher education workshops available for professional development and pre-service courses.

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# MATERIALS & OPPORTUNITIES

## Essentials of the Environment

By Joseph Kerski and Simon Ross

Environmental issues such as climate change, pollution, nuclear waste, water resources, food and famine have a high public as well as political profile. The role that humans may have played in causing some of these problems, as well as some of the things we could do to reduce their impact, are also topics of major interest. *The Essentials of the Environment* presents a fascinating insight into these subjects and many more, providing general information and informed discussion enhanced by international case studies. The book is illustrated throughout with photographs and figures, and comprehensive cross-references guide the reader to related issues. Important technical details are presented in stand-alone boxes, and guides to further resources are included for those wishing to delve further into particular issues. Anyone concerned about their environment will find this an essential reference addressing all the key issues from oil spills to global warming to genetic engineering. It will also be an excellent course companion for students in physical geography and the environment. For more information go to the following website:  
[www.hoddereducation.co.uk/Titles.aspx?isbn=0340816325](http://www.hoddereducation.co.uk/Titles.aspx?isbn=0340816325).



## CLEARING:

### Teaching Resources for Ecology, Sustainability and Community

This is the kind of resource that every environmental educator needs to have for learning new ideas, exploring creative teaching strategies, or discovering the latest in EE books and teaching material.

CLEARING is a 48-page quarterly magazine for environmental and place-based education that contains innovative ideas, teaching strategies, perspectives, activities and resources for integrating environmental education into the K-12 classroom or non-formal education setting.

Published since 1979 by a non-profit educational organization, CLEARING is a highly regarded source of information and inspiration for teaching in the classroom and community. Many of the top environmental educators in North America have written for CLEARING, including Bill Hammond, Mike Weilbacher, Tony Angell, Greg Smith and David Orr.

NAAEE past-president Abby Ruskey says that "CLEARING Magazine is a valuable resource for educators using the environment as a teaching-learning context. It is relevant to educators across the country and even abroad. We are lucky to have such a resource."

CLEARING Magazine has been a regular membership benefit for EE associations in Oregon, Washington, British Columbia and Alaska for many years. Now the magazine is seeking to extend its circulation throughout the U.S. and Canada. As a special incentive to members of the Environmental Education Association of New Mexico, CLEARING is offering a free copy of David Sobel's new book *"Place-based Education: Connecting Classroom and Community"* (Orion Society Press, 2004) with each new subscription.

Subscriptions are \$18.00 per year (including the free book) with a discount rate of \$12.00 (no book) for members of state EE associations. For more information, visit the website or contact CLEARING at PO Box 82954, Portland OR 97282; (503) 238-8571 or [editor@clearingmagazine.org](mailto:editor@clearingmagazine.org).

If you are interested in looking at a sample issue, visit the CLEARING website at [www.clearingmagazine.org](http://www.clearingmagazine.org).

# MATERIALS & OPPORTUNITIES

## Free Elementary Water Conservation Curriculum

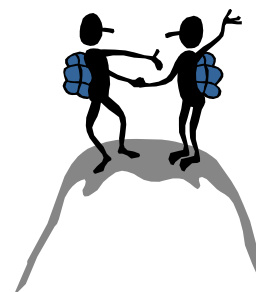
The New Mexico Office of the State Engineer is targeting its conservation efforts at students statewide through a new elementary curriculum called, "Rio! The Water Detective." The publication, which contains a student booklet and a teacher's guide, will provide teachers with tools to develop their students' fundamental understanding of water issues and the responsible use of water in New Mexico. In the guide, "Rio", a kangaroo rat, leads students through graphs, games, fun facts and activities. For example, students can play the *Aquifer Game* to learn how their actions impact the water supply, or connect the dots to follow the path irrigation has taken through New Mexico's history and cultures. The teacher's guide provides background information, demonstrations, and additional activities to assist teachers in the classroom. All of the activities are correlated to the New Mexico Public Education Department's Content Standards, Benchmarks, and Performance Standards. Organizations that partnered with the New Mexico Office of the State Engineer to produce the publication include: Albuquerque Bernalillo County Water Authority, City of Las Cruces, City of Santa Fe Water Division, City of Rio Rancho, and New Mexico State University Rio Grande Basin Initiative.

The curriculum is available for free by calling 1-800-WATERNM, e-mailing [waternm@ose.state.nm.us](mailto:waternm@ose.state.nm.us), or downloading off the web at [www.ose.state.nm.us/water-info/conservation](http://www.ose.state.nm.us/water-info/conservation).

## Job Announcement

Experiential Education organization seeks self-motivated, energetic teammate. Minimum of 3 years experience leading wilderness trips; solid challenge course facilitation skills; program administration required.

- Experience/knowledge of child/youth learning/development principles
- Demonstrated ability to work effectively with young people
- Experience/knowledge of the public education system
- Experience with economically/culturally diverse students
- Solid communication skills, including public speaking
- Strong organizational/time management skills
- Ability to manage multiple programs efficiently



Bachelor's Degree required in youth development, human services, or outdoor leadership. Master's Degree preferred. CPR/First Aid, WFA/WFR required; Bilingual preferred. Salary DOE.

Email resumes to:

[cornstalkinstitute@yahoo.com](mailto:cornstalkinstitute@yahoo.com)

or mail:

Cornstalk Institute

3011 Barcelona RD SW

Albuquerque, NM 87105

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## Fire Ecology Curriculum

[www.fs.fed.us/r3/resources/conservation.shtml#curriculum](http://www.fs.fed.us/r3/resources/conservation.shtml#curriculum)

Two National Forest employees have developed a conservation education curriculum for grades kindergarten through high school that focuses on fire ecology. Sharon Waltrip, interpretation specialist, and Jackie Denk, fire information officer, recognized a need for such a curriculum in their local communities. They hope this curriculum will help to build an educated and involved public, create support within the local community, reach future leaders with Forest Service messages, enhance Forest Service presence in the community, build a foundation of understanding about scientific principles related to fire's role in the ecosystem and Forest Service management, and enhance classroom instruction while supporting state education standards. The curriculum uses fire as its central theme in order to provide information and education on a vast array of forest health and ecosystem management issues. The curriculum is correlated to Arizona and New Mexico academic standards and Forest Service conservation education learner guidelines.

## EE Activities Available On-Line

[www.boep.org](http://www.boep.org)

The Bioregional Outdoor Education Project (BOEP) has a new searchable database with new and adapted outdoor and place-based activities for download. You can search by grade-level, subject, key-word, or title. The database is free for use by all EEANM members, but not open to the public at large. The lessons were written by and for elementary and middle school teachers from New Mexico, Colorado, Arizona, and Utah for use on field trips, in the schoolyard, or in the classroom. Many have state standards correlations. To access the activities, go to the BOEP website ([www.boep.org](http://www.boep.org)), click on the map, and choose "BOEP Lesson Plans," and then enter the user name: "eeanm" and the password "yucca" (All are case-sensitive).

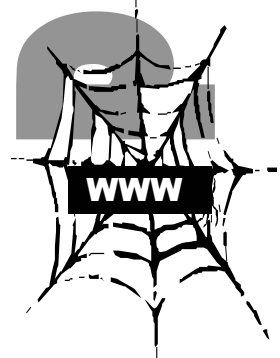
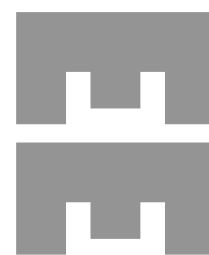
## EEANM Website Offers On-line Forums

[www.eeanm.org](http://www.eeanm.org)

EEANM strives to improve communication amongst its members. One way of accomplishing this is through the use of our on-line forums. To access these forums, go to our website listed above. On the left hand side of the screen, click on "Online Forums". You will first need to create a user name and password. I encourage you to make an announcement or begin a discussion. Then, check back regularly to read what others have contributed to the discussion. There is so much going on out there! Communication is key to learning from each other and growing together as an organization.

## Eco-Ed Listserv

Another feature of EEANM's communication system is the EcoEd listserv. By joining this group, you will be able to post and receive email messages from approximately 200 individuals that are interested in environmental education. These messages include job announcements, grant opportunities, professional development, and special events. To join the listserve, go to page 3 of this newsletter and follow the directions at the bottom of the page. Please use this listserv to keep in touch!





# MEMBERSHIP APPLICATION

Name:

Affiliation:

Year-round Mailing Address:

City/Town:

State:

Zip Code:

Phones: W. (     )

H. (     )

Fax (     )

Email Address:

Web Address:

## CHECK ONE OF THE FOLLOWING MEMBERSHIP TYPES

☐ Limited Income/Student Membership.....\$10.00

☐ Individual Membership.....\$25.00

☐ Organizational Membership.....\$50.00

(Allows for 1 voting member and 2 general members)

*Name of voting member*

*Names of 2 additional newsletter recipients*

Occasionally, other EE organizations ask for the EEANM mailing list. The EEANM Board is selective in giving out the list to organizations with similar interests or missions.

☐ Check here if you object to your name being given to other organizations.

Notes for EEANM Membership Directory: Briefly include, in ten words or less, how you are involved in EE

## ENVIRONMENTAL EDUCATION ASSOCIATION OF NEW MEXICO

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