



# EE CONNECTIONS

Vol. 14, No. 2: Summer 2006

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## Newsletter Sponsor



Would you like to have your logo on the front page of our newsletter? Become a newsletter sponsor and get an entire page to yourself! Go to our website to learn more:

## Join us for the

### 2006 EEANM Annual Conference

### **"An Abundance of EE in a Time of Drought"**

**October 26-28, 2006**

### **Sevilleta National Wildlife Refuge, Socorro**

The theme of this year's conference addresses EEANM's desire to focus on EE within the context of New Mexico's unique environment. We will continue to explore and support programs, partnerships and organizational growth, while reflecting on the current and future conditions of our state's natural resources. Conference sessions will address natural resource management issues, the environmental conditions impacting management issues, and the many supporting environmental education initiatives associated with these topics.

The conference will take place at the Sevilleta National Wildlife Refuge, near Socorro, NM. Registrations must be received by September 30 to take advantage of the early-bird fee of \$100. This fee includes conference registration, a 1-year membership to EEANM, and meals for Friday (breakfast, lunch & dinner) and Saturday (breakfast & lunch). Individuals registering after October 1 will be expected to pay \$150. Students may attend for just \$50. The registration form is located on page 7 of this newsletter as well as on our website. Scholarships are available for those needing help to cover the costs. Visit our website at [www.eeanm.org](http://www.eeanm.org) for a scholarship application and/or registration form.

Accommodations are available at the Refuge, on a first-come, first-served basis. This option requires that you share a room in a house setting (1 night for \$30, 2 nights for \$50). Only 24 spaces are available. Once these rooms fill up, you will be notified to make other arrangements. Other accommodations are available in nearby Belen and Socorro (see page 5). Fill out and send in the registration form on page 7 to reserve your spot.

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# EEANM NEWS

## Message from the President-Elect

Hello all,

I want to take this opportunity to encourage you to attend our annual conference, Oct. 27-28. This conference is especially important to us because we will be looking closely at the results of our member survey and making recommendations to improve our organization. Please respond to our member survey and attend the conference to share your ideas about the future of EEANM.

In addition to our annual meetings, we also realize how important ongoing communication is to environmental educators in New Mexico. To better facilitate networking, we offer the *Forums* on our website ([www.eeanm.org](http://www.eeanm.org)) and the *Eco-ed listserv* (see page 3) as places for you to start up conversations, seek out partners, make announcements and locate resources. These tools become more and more useful as more people use them. I look forward to seeing you at the conference and hearing from you online.

Sincerely,

Dana Vackar Strang

## EEANM Receives Big “Thank you” from NAAEE

As many of you know, EEANM helped organize the most recent annual conference of the North American Association of Environmental Education (NAAEE). This conference took place in Albuquerque in the fall of 2005. We were proud to receive the following message from NAAEE:

*A warm hello from Washington D.C. We have been blessed with a wonderful conference in Albuquerque and thank the entire team for fantastic support, skill and joy you have brought to the whole experience.*

*By many accounts, the 2005 conference has been the most successful conference experience in NAAEE's recent history. We look forward to working with you in future opportunities as EEANM grows.*

*With our sincere gratitude and appreciation,*

*Teresa Mourad*

*Chief Operations Officer*

*NAAEE*

## EEANM BOARD OF DIRECTORS

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## Students Measure their Ecological Footprint at Youth Conference

On April 12, 2006, EEANM joined with Sandia National Labs and the South Broadway Cultural Center to host the 9th Youth Conference on the Environment. The theme of this year's conference was "Ecological Footprints." Over 150 high school students attended the conference to measure their own ecological footprint and to learn how to reduce their impact on the environment. An Ecological Footprint is a resource management tool that measures how much land and water area a human or population requires to produce the resources it consumes and to absorb its wastes under prevailing technology. Students took a short quiz asking them to reflect on their choices regarding food, transportation and waste. A similar quiz can be taken at [ecofoot.com](http://ecofoot.com).

A bumper sticker on the solar powered electric car at the event.



Students attended presentations about global warming, urban planning, and pollution prevention. They also listened to a panel discussion about ways to reduce our impact on the environment such as green building, energy and water conservation, locally grown foods and vegetarianism, and alternatively powered vehicles. Two cars were on-site demonstrating the use of biodiesel and solar power instead of pure gasoline. Thank you to our presenters and panelists: Dr. David Gutzler, Dr. Stephen Wheeler, Jeremy Sedillo, Robin Seydel, Jack Mizner, Susie Marbury, Marilyn Altenbach, and Jenny Altenbach.

Students from the Bosque School organized the event as part of their school's environmental service learning program. Thanks to the following students for their outstanding work: Ben Schoenburg, Bailey Johns, Erik Rempen, Zach Klabunde, Lucy McDermott and Dillon Good. EEANM was proud to provide funds for transportation and substitutes to offset the cost of attending. The 10th Annual Youth Conference on the Environment will be held in the spring of 2007. If you are interested in attending or helping to plan this event, please visit our website for more information ([www.eeanm.org](http://www.eeanm.org)).

## **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.

## Call for Nominations

Let's say that you have been a member of EEANM for years, or maybe you just joined. Perhaps you have been in the field of EE for decades or maybe you are just now learning about it as a career. Either way, EEANM needs your creativity and energy on the Board! Every year, we seek out interested individuals like yourself to help promote EE around the state.

What kind of commitment is required to serve on the Board? It depends on the position, but all of the positions require attendance at bimonthly meetings. Do you live too far away to regularly attend meetings in Albuquerque or Santa Fe? No problem. We can always set up conference calls and you can join in from the comfort of your own office or home.

### Positions Open This Year:

**President Elect-** This is a 3 year commitment. One year as President-Elect, one year as President and a final year as Past-President. As President-Elect, you will be responsible for planning the EEANM Annual Conference with help from the Board and members. As President, you will plan and facilitate our meetings and keep the organization on track. As Past-President, you will be in charge of recruiting nominees for the yearly ballot.

**Secretary-** This person attends meetings, takes notes, and distributes meeting minutes to everyone on the Board. He/she might also serve on a Committee helping out with technology, our quarterly newsletter, membership or special programs.

**Treasurer-** This person is in charge of the money and keeps track of monthly spending and income, as well as keeps us current with tax forms and non-profit status.

**Members-At-Large (2 positions)-** These individuals join in the meetings and serve on committees that they are interested in. These are great positions to get your feet wet and learn more about EEANM and the wonderful people associated with it.

### Ready to Throw Your Name (or someone else's) in the Hat?

You can nominate yourself by simply writing or contacting us at the address below. You must include a short Candidates Statement with information about yourself and your interest in being on the Board. The election will be held October 27, 2006 at the EEANM Annual Conference at the Sevilletta National Wildlife Refuge.

### Seeking Nominations for Yearly Awards, too!

The Outstanding Environmental Educator Award is given to an educator who demonstrates outstanding abilities and commitment to use EE in the classroom. The Outstanding Service Award is presented to an EEANM member who has provided outstanding service to the organization.

Send your nomination(s) to Past-President Kevin Holladay at [kevin.holladay@state.nm.us](mailto:kevin.holladay@state.nm.us) or 1 Wildlife Way, Santa Fe, NM 87507. Questions? (505) 476-8095

## EEANM Plans for Upcoming Member Survey

EEANM will be conducting a survey of its members in the next few months. We would like to thank Holly Siebert Kawakami for her help and expertise in creating, administering and analyzing the survey and its results. We hope to use the information gleaned from this report to better meet the needs of our membership. There will be an opportunity at the upcoming conference to respond to the results of this survey and help make recommendations for our future as an organization.

The survey will be administered through a website called Survey Monkey. This website will allow you to respond to the survey easily and anonymously while sitting at your computer. You will be receiving a message via email to visit this site and fill out the survey. Please recognize this message as an extremely important opportunity for you to share your thoughts about the direction that EEANM should take in the future.

## Accommodation Suggestions for the 2006 EEANM Annual Conference

**October 26-28, 2006**

Accommodations are available at the Sevilleta National Wildlife Refuge, on a first-come, first-served basis. This option requires that you share a room in a house setting (1 night for \$30, 2 nights for \$50). Only 24 spaces are available. Once these rooms fill up, you will be notified to make other arrangements. Other accommodations are available in nearby Belen and Socorro. Here are some suggestions:

Belen Exit 191:

|                     |              |
|---------------------|--------------|
| Best Western        | 800-528-1234 |
| Holiday Inn Express | 888-565-6152 |

Socorro:

|                     |              |
|---------------------|--------------|
| Days Inn            | 505-835-0230 |
| Economy Inn         | 505-835-4666 |
| Holiday Inn Express | 505-838-0556 |
| Motel 6             | 505-835-4300 |
| Super 8             | 505-835-4626 |



**NORTH AMERICAN ASSOCIATION FOR ENVIRONMENTAL EDUCATION**  
35th Annual Conference

**Gathering  
AT THE  
Headwaters**

**BUILDING EE  
IN SOCIETY**  
ST. PAUL 2006

**SAVE THE DATES:  
OCTOBER 10-14, 2006**

For more information, go to  
[www.naaee.org](http://www.naaee.org)



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## Highlights from the EEANM Service Learning Grant Recipients

EEANM awarded 4 service learning grants in the amount of \$500 for the 2005–2006 school year. These grants were used by diverse groups of students to implement environmental projects that served their community in some capacity.

Congratulations to the following community groups for taking action to improve their local environment:

- Cornstalk Institute, Albuquerque, Community Garden Project
- Jemez Pueblo, Safe Drinking Water Project
- University of New Mexico–Gallup/Zuni, Native Garden Teacher's Guide
- Aldo Leopold High School, Silver City, Gila River Monitoring Project

This is the second year that EEANM has awarded service learning grants. Our goal is to directly support New Mexico's students in taking action to improve their local environments. We hope to continue this program in the future. Visit our website to download the 2006–2007 grant application.

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

### Native Plants Booklet Available

By Hannah Dominguez

On April 27<sup>th</sup>, Dr. Dusti Becker, Program Manager for UNM-G Zuni Campus, organized the reception and dedication for the Zuni campus garden and native plants booklet. The native plant garden was started by Dr. Becker and Andrew Tekala in the spring of 2005. Ron Petranovich arranged for them to attend a xeriscaping workshop, after which the university supplied the funds for them to purchase over 100 native plants. They and the students at UNMG-Zuni Campus planted the garden.

*(Continued on page 9)*

### Cornstalk Institute has Gardening Success

By Heather Fuentes and Cassie Benson

An Albuquerque High School student named Heather Fuentes spearheaded Cornstalk's Garden Project this year. Heather began the project by conducting informal interviews with relatives and friends who were familiar with gardening to gather data on what to plant. She also collected data from the interviews her classmates conducted.

After receiving the seeds from last year's garden from Procupio Sandavol, we began to clean the ditch. Students

*(Continued on page 8)*

### Gila River Monitoring Project Continues

By Steve Blake

Aldo Leopold High School (ALHS) students designed and set up a permanent ecological monitoring station on the Gila River, at the Nature Conservancy's Lichty Center. They collected data, and this information was used to educate the public about the Gila's ecological status at the Children's Water Festival and the Gila River Festival.

Data was made available to the New Mexico Environment Department Surface Water Quality Bureau and other land managers to assist them in making sound scientific

*(Continued on page 9)*



Two students from Aldo Leopold High School collecting water quality data from the Gila River

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# An Abundance of EE in a Time of Drought

## 2006 EEANM Conference Registration Form

Send Registration form and payment to the following:

Linda Trujillo, c/o Sevilleta National Wildlife Refuge

PO Box 1248 Socorro, NM 87801

Phone: 505-864-4021 Fax: 505-864-7761

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Mailing Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_ Fax: \_\_\_\_\_

Email Address: \_\_\_\_\_

Are you a current member of EEANM? ☐ Yes ☐ No

- ☐ Early Conference Registration  
(Received by Sept. 30, 2006) - \$100.00.....\$ \_\_\_\_\_
- ☐ Late Registration (Received after Oct. 1, 2006) - \$150.00.....\$ \_\_\_\_\_
- ☐ Student Registration - \$50.00.....\$ \_\_\_\_\_

NOTE: Conference Registration includes a 1-year membership to EEANM and meals for Friday (breakfast, lunch, & dinner) and Saturday (breakfast & lunch).

☐ Please check here for vegetarian option

Only 24 rooms are available on-site. Register right away to guarantee your spot. If on-site accommodations fill up, you will be notified to make other arrangements. Other options are listed on page 5.

- ☐ On-site Room Registration: \$50.00 - Sleeping accommodations  
for 2 (two) nights, Thursday & Friday.....\$ \_\_\_\_\_
- ☐ On-site Room Registration: \$30.00 - Sleeping accommodations  
for 1 (one) night, Friday.....\$ \_\_\_\_\_

**TOTAL**.....\$ \_\_\_\_\_

Payment type (Sorry, we do not accept credit card payments):

- ☐ Check (please indicate check number): \_\_\_\_\_
- ☐ Purchase order (please indicate PO number) \_\_\_\_\_

## Al Gore's 'An Inconvenient Truth'

By Anuradha Kowtha

When most people think of summer movies, they think of the summer blockbuster action movie, not a political and environmental documentary. This summer, Al Gore's An Inconvenient Truth was released. The movie was based on a slide show he has presented all over the world to the public, about the severity regarding global warming.

On opening day in Albuquerque, June 16, 2006, there were only a handful of people in the theater and most people had not even heard of the movie. But the documentary was worth a view. It contained facts for the environmentally concerned to add to their arsenal, gave some good ideas for reducing our impact, and had some breathtaking shots of Antarctica and the Arctic. Gore discusses the 'canaries in the mine' that are unmistakable warnings for the entire planet. He explains, with the help of scientists, that the ice shelves in Antarctica and Greenland are showing signs of melting and the impact that could have on the climate of the world as well as the shorelines of coastal cities.

The former Vice President also shows some of his personal life. He shows the tobacco farm his family owns, his days at college, and the defeat of the 2004 election. The stories are not only heartwarming but show his commitment to the environment. His family chose to stop selling tobacco when they saw how dangerous it was, and he made the connection that our government needs to make similar changes because global warming is so imminent. Even the credits offer some suggestions for increasing awareness and lowering carbon dioxide emissions.

The movie, though not your typical summer flick, was very valuable. Al Gore was very frank in his discussions and was able to show the need for bi-partisan action. He also shows the need to act NOW, today, because the problem cannot wait! Hopefully, people will continue to be inspired to spread the word, take action in their own homes, and put pressure on their representatives to make a change.

(Continued from page 6) Cornstalk Institute

learned through hands on activity the effort and commitment it takes to garden in this region. The students took an active role in cleaning the ditch of the leaves from the season before, dragging them to the compost, turning the previous years waste, and adding the more decomposed material into the soil as a conditioner and mulch. Heather created an invitation to hand out to family members to encourage them to come to Cornstalk on May 6<sup>th</sup> to help plant the seeds during Cornstalk's annual graduation ceremony.

May 6<sup>th</sup> came and it was a success! Corn and beans were planted by students and their families. The corn and beans grow well together because the cornstalks provide stability for the beans to grow, and the beans fix nitrogen back into the soil. We chose not to plant squash because of the squash bugs that inhabit much of the valley. It was decided that Procupio Sandoval and the Cornstalk staff would plant tomato and melon at a later date.

As the students took part in planting a garden with their families, they began to ask questions and talk

about what it means and what it takes to have a garden. It sparked a conversation which in turn contributed to an increase in family bonding which is an important resiliency factor in children. Studies show that increased family bonding helps a student be more successful in school.

Because of Cornstalk's belief in a holistic approach to learning, the technical aspects learned were just as important as the family bonding that occurred. Heather Fuentes has created a poster displaying our family planting day event which will be available to view upon request.

We will continue to work in the garden, maintaining it as the plants grow. This entails weeding, watering and caring for the growing plants. When the plants have matured and are ready to harvest we hope to have a harvest party. The community and other interested parties will be invited to share the fruits of our labor.





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## Setting High Standards: EE Builds a Home in Teacher Education Accreditation

What's exciting enough to make Dr. Terry Wilson postpone his retirement? It's a bold move by the North American Association for Environmental Education (NAAEE)—one that Wilson, director of the Center for Mathematics, Science and Environmental Education at Western Kentucky University, notes is making it “easier to get support for new environmental education courses.”

In 2002, NAAEE joined the National Council for Accreditation of Teacher Education (NCATE). A coalition of 33 organizations, NCATE is the professional accrediting body for college and university programs that prepare preschool through high school teachers and administrators. Two-thirds of the nation's new teacher graduates come from NCATE-accredited schools.

Wilson says that participating in NCATE's national accreditation program provides a long-awaited opportunity to weave environmental education into the fabric of teacher education. Establishing national environmental education accreditation standards will spur institutions across the country to improve or develop environmental education programs as their teacher education programs come due for seven-year NCATE accreditation reviews.

NAAEE began formulating program area standards for environmental education in 2004, with an eye toward submitting them for NCATE approval in 2007. Visit the link below to learn more about this effort.

<http://eetap.org/media/pdf/accreditation.pdf>

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*(Continued from page 6) Native Plants Booklet*

Dr. Becker wrote the grant that funded the booklet in November 2005. The Environmental Education Association of New Mexico (EEANM) provided the \$500.00 to pay for the native plants booklet. It was a Service Learning Grant designed to involve students interested in the subject. Diana Siutza, Twin Buttes High School student; Hannah Dominguez, UNM-G Student; Codi Hooee, Zuni High School librarian; Wells Mahkee, Jr., ABE tutor at UNM-G Zuni campus; and Dr. Becker were all involved in the creation of the guide.

Educators were invited to attend the reception and sign up for a copy of the booklet. If you would like to add a native plant to the campus collection, please visit with Andrew Tekala. If you are an educator interested in obtaining a copy of the Native Plants of UNM-G Zuni Campus booklet, please contact Laura Leekela at 505-782-6020.



Authors of the guide to Native Plants  
of UNM-Gallup/Zuni

*(Continued from page 6) Gila River Monitoring Project*

decisions about managing the Gila, and in making informed stewardship decisions. Students will then assist with the 4<sup>th</sup> and 5<sup>th</sup> grade Water Festivals. Students spent a total of four days at the river in addition to classroom time in preparation and follow-up activities.

Students collected chemical, biological, and morphological data, using protocols designed by ALHS students in collaboration with the New Mexico Environment Department—Surface Water Quality Bureau, the USDA Forest Service, the Gila Conservation Education Center, and other interested groups and volunteers. Students analyzed the data and made it available to agencies, groups and the public. Press releases were given to local media for publication and articles were written in the Silver City Daily Press and the Silver City Sun-News.



## Rock'n Writing

A lesson plan provided by Mark Everson  
Bioregional Outdoor Education Project

Goal: For students to learn how to observe and write creative and scientific descriptions.

Objectives Students have the potential to:

1. Expand their understanding of descriptive writing, through the use of measurement, analogy, creativity, and their senses.
2. Practice writing a very specific description.

Grade Level: 2<sup>nd</sup> grade and up.

Time: 20-30 minutes

Materials: Paper, pencil, ruler, hand lens, and access to interesting rocks near the classroom; (scale, calipers, and color chart for the extension).

### Activity Procedures

1. In class, go over the SAMS acronym (see page 11 for handout), as a way to improve the way they describe something. SAMS stands for:

Be **Specific** (be specific, measurement, exact words instead of general)

Use **Analogies** ( \_\_\_\_\_ is like \_\_\_\_\_ = a picture in another person's mind )

Be **Memorable** (don't be boring! Say something that will be remembered!)

Use all **Senses** (use as many of your five senses as you can- safely).

2. Gather students together and state that they will be going outside for an activity. Review expectations for behavior outside and then proceed outside.

3. Tell students the boundaries for the activity. Be specific. Tell students they will need to find a rock that is interesting to them. The rock should be larger than a marble- but smaller than a softball or grapefruit.

Once they find their rock, they will need to write a description of that rock on paper. They will need to write this description **so well that another person could pick their rock out of a group of rocks based solely on their written description** (younger students may be encouraged to do a drawing and label five things about their rock).

4. Once they complete their description, they secretly place the rock in a box (so that no one else sees), and hand in their written description. All the students' rocks will be put on display back inside, and the written descriptions will be randomly passed out to students. They will then have to find the rock they think matches their description.

5. Once everyone finds their rock, each person reads the description and shows the rock- leaving it on their desk. The person who wrote the description then states whether the person found the correct rock or not. If not, the rock goes back up to the pile. The author can add a few other descriptive words if they want- and the student then gets to choose again. If they are still wrong, the author finds the rock that they picked and shares it with the class.

Since students often have a hard time being successful the first time around, it often helps to give them another chance at writing a description of a different rock.

Assessment: Put the SAMS acronym on the board and ask everyone to check and see if there is at least one aspect of the description for each part of SAMS.

Extensions: Give students some measuring tools to work with- including rulers, calipers, scale, color charts, and a rock hardness scale. Ask students to use these tools as a way to quantify their observations about the rock.

Source: Katie Roller, Janie Denton, Shelley Stotler, and Mark Everson

# SAMS

Use SAMS to help improve the quality of your observations. SAMS stands for:

**Specific.** Make your observations as specific as you can. Don't just say something is green; describe what kind of green it is. One way scientists get specific is by **measuring** things. How big, how heavy, how long, are just some of the measurements you could make. You could also measure by comparing the object you are describing with something others are familiar with.

Instead of: "I have a small, brown pine cone," say:

**"I have a pine cone the size of a golf ball, 1 ½ inches across. The cone is mostly brown, but it is darker brown on the bottoms of the little 'branches', with tiny bits of yellow and black colored wood towards the bottom."**

**Analogy.** An analogy is defined as anything you can say using the sentence "\_\_\_\_\_ is like \_\_\_\_\_." When we use analogies, others understand better what we are saying because they can see a picture in their mind of what we see.

Instead of: "I have a small pen with a round tip," say:

**"I have a small pen shaped like a super fast rocket ship, with a nose like the front of a dolphin."**

**Memorable.** Don't be booooooring!! Be exciting! Use new and different words; describe how something makes you feel. Describe it in a way that you and others will remember.

Instead of: "The toothpaste is blue," say:

**"The toothpaste is a thick and gooey ice- blue jell, with small smoky bubbles inside. It makes me feel cold and tingly all over!"**

**Senses.** Use ALL of your senses (except taste, since tasting can sometimes make us sick) to help others understand more. What does it smell like? What sound does it make? How does it feel? Does it feel the same all over? Just like scientists use special tools to look closer (microscope) or discern the temperature better (thermometer), we can use our special built-in tools (our five senses) to better describe things to others.

Instead of: "The rock is brown and small," say:

**"The rock is really smooth all over, except in this one spot where it is very rough- like sandpaper. It feels cold and smells like the concrete floor in the hallway. It makes absolutely no sound when you rub it on paper- because it is so smooth- except when you rub the sandy part, and then it sounds very scratchy."**

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## One Million Educators Gone WILD

By Colleen Welch, New Mexico WILD Co-Coordinator

As of FY 2005-06, Project WILD will have trained 1,000,000 plus educators throughout the United States since 1983! These educators have in turn taught conservation education to well over **53 MILLION children!** They have nurtured a new generation of young citizens who understand the need for conservation of natural resources and wildlife management. New Mexico is joining in this celebration. In New Mexico, we have trained over 5,000 educators in Project WILD. The New Mexico Department of Game and Fish was one of the original western wildlife agencies that helped create the first Project WILD Curricula and Activity Guides in 1982-83.

The dedication of NM Project WILD Coordinators and Facilitators has added to the numbers of those trained to reach One Million Plus Gone WILD. The current state coordinators, Kevin Holladay and Colleen Welch, would like to recognize and thank all of the NM WILD Facilitators, especially those who are currently active:

- Mark Birkhauser with the Department of Game and Fish
- Donna Chappell from Roswell Head Start specializing in WILD About Early Learners
- Peg Crim with the USFS, Lincoln National Forest in Alamogordo
- Kathy Denton with the National Park Service, White Sands National Monument
- Mark Everson with the Bioregional Outdoor Education Project, Farmington



State fish and wildlife agencies are vital education partners because they employ the Project WILD State Coordinators who, in turn, train a primarily volunteer cadre of Project WILD Facilitators. Throughout the year, both the Coordinators and Facilitators provide all-day workshops to ensure that participating educators are thoroughly acquainted with the Project WILD K-12 curriculum guides.

In FY 2004-05, Project WILD activities piqued the interest of 1.8 million students about wildlife conservation, and encouraged good citizenship by teaching problem-solving and decision-making skills. Project WILD engages students in experiential lessons that are designed for diverse teaching and learning styles from Kindergarten through grade twelve. The Project WILD Spanish supplement, *Proyecto WILD*, offers 34 translated activities selected from the Project WILD and Project WILD Aquatic K-12 Curricula/Activity Guides to increase the access of Spanish-speaking communities.

Project WILD is endorsed by the National Council for Social Studies, the International Association of Fish and Wildlife Agencies, and has received the highest reviews in the California Dept. of Education's *Environmental Education Compendium on Communities: A Review of Curricula on Natural and Built Environments*. Project WILD was honored at the White House in 1991 as one of the first recipients of the Gold Medal of Education and Communication in the President's Environment and Conservation Challenge award program. Since 1983, over 40 studies at the state and national level have evaluated Project WILD activities, materials, and professional development offerings. These studies can be downloaded via the Internet at [www.projectwild.org](http://www.projectwild.org) under the title: "Project WILD: A Summary of Research Findings 1983-1995 and 1996-2003."

Project WILD and Project WILD Aquatic workshops can be scheduled by contacting the NM Coordinators, Kevin Holladay at 505-476-8095, or Colleen Welch at 505-476-8119. Scheduled workshops will be listed on the Department of Game and Fish web site at [www.wildlife.state.nm.us](http://www.wildlife.state.nm.us) under Education and Project WILD.

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## 2006 Santa Fe Children's Water Festival is a Success

by Katie Babuska

Students and teachers gathered to learn all about water at the **4th Annual Santa Fe Children's Water Festival**, held on February 13 & 14, 2006, at Santa Fe Community College. The event was attended by 563 fourth grade students, 27 teachers, and 80 parents from public and private schools in Santa Fe.

The festival's goal is to educate fourth grade students and their teachers in a fun and interactive atmosphere about water and its relationships to human and other natural resources. The Program vision is to:

- introduce students to new ideas, options and solutions so they will conserve and protect water for the future;
- lay the foundation for further learning; and reach as many children as possible.

The event actually began a few weeks earlier with the Teacher Workshop, where teachers learned what to expect as well as what was expected of them and their students. Each teacher received a Resource Kit and learned how they might use the materials and information before and after the Festival. Teachers learned about our evaluation process and how we use the Six Big Water Questions during the Classroom Visits. We gave feedback about the previous year's evaluation results and encouraged teachers to incorporate more water vocabulary and concepts.

Twelve hands-on activities were presented simultaneously each day, with a total of 13 unique activities offered. All activities addressed at least one New Mexico Science Standard for the fourth grade, and most activities addressed multiple standards not only in science but in other subject areas. The activities covered a variety of water topic areas including web of life, general hydrology and the water cycle, watershed, water quality, water conservation, and water and our society/culture. Presenters were predominantly professionals in the water industry, but also included one group of high school students from Capital High School in Santa Fe.

Students and teachers attended five activities during the course of one day that helped them understand *Six Big Water Questions*, which form the foundation of the Program:

- Why is water so important to life, and how do all living things depend on each other?
- What is the water cycle?

- What is a watershed, and where does my drinking water come from?
- What makes water clean or dirty? How do my actions affect water quality? How do other people's actions affect water quality?
- How much water does my family use and how do my actions affect that amount?
- Who are the other water users in our society?

The Project Report and Report on Outcomes, now available at [www.waterfestnm.com](http://www.waterfestnm.com), reveal how well students were able to answer the Six Big Water Questions and reach other performance targets. In-depth evaluation included:

### Real Water Use Measurement

Beginning in 2005-06, parents of students were invited to provide their addresses for a study of actual water use, conducted by the Cities of Albuquerque and Santa Fe in conjunction with the NM Office of the State Engineer. This project will continue for several years in order to obtain enough data to draw conclusions about the impact of the Festival on water use.

### Outreach

Approximately 60% of classes that attended the Festival were visited to determine the extent to which students could synthesize what they learned. The visits combined evaluation and outreach in an interactive lecture style. Students were asked the Six Big Water Questions, which are tied to the Six Topic Areas covered by the Festival activities.

### 2006 MRG Children's Water Festival

The eighth annual Middle Rio Grande Children's Water Festival is scheduled for October 19-20 at the Albuquerque Convention Center. The event is open to fourth grade students only and is limited to 1,000 student participants. Public, private and home school fourth grade teachers are invited to apply no later than August 18, and should do so on-line at [www.waterfestnm.com](http://www.waterfestnm.com) or by email to [barbara@waterfestnm.com](mailto:barbara@waterfestnm.com). The event is free of charge, including bus transportation!

For more information about the Santa Fe or Middle Rio Grande Children's Water Festivals or for help finding local elementary level classroom outreach, please visit our website at [www.waterfestnm.com](http://www.waterfestnm.com).



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# MATERIALS & OPPORTUNITIES

## Wall Poster from The Global Education Project

*"Earth: A Graphic Look at the State of the World"* summarizes the conditions of the world's ecology and humanity and how they interact and affect each other. This 27" x 36" full color wall poster, visually and factually stunning, presents an unparalleled collection of over 100 charts, 15 maps, and explanatory text. Rigorously referenced and linked to reliable, impartial sources, it is an extraordinarily holistic and integrated overview, connecting a maze of apparently disparate issues including: wealth distribution and climate change, oil supply and food production, global warming and global fisheries, toxics and soil degradation, population and bio-diversity. Charts and graphics, maps, text and data sources from the poster are accessible, as well as ordering information, on the accompanying website: [www.theglobaleducationproject.org](http://www.theglobaleducationproject.org)



## Bosque Ecosystem Monitoring Program

**\$\$ Funding Available for Field Experiences!! \$\$**

The Bosque Ecosystem Monitoring Program (BEMP) offers field trips to Albuquerque's stretch of the Rio Grande. Bring students to the Bosque and participate in a 10-year study monitoring the health and ecology of our cottonwood forests. Field trips can include groundwater chemistry, arthropod trapping, porcupine tracking, and many other ecological activities. All data collected by students becomes part of UNM research projects and assists with Bosque management activities. **Get your students in the field and involved in their community...** limited funding for transportation and substitute teachers is available! Contact Dr. Cliff Crawford at [ccbosque@juno.com](mailto:ccbosque@juno.com) or Dan Shaw at [dshaw@bosqueschool.org](mailto:dshaw@bosqueschool.org) for more information.

## Environmental Education Internships Available with HawkWatch

Classroom educators are needed to bring live, non-releasable raptors to schools and community groups throughout Utah and New Mexico to educate others about raptors and their role in the environment. Interns receive on-the-job training in presentation skills, lesson planning, and the care and handling of live raptors. Qualifications: BA/BS in Wildlife Biology, Environmental Education, or related field preferred. Strong commitment to wildlife conservation is essential. Demonstrated ability to work independently and take initiative with positive attitude. Experience with teaching children, public outreach & raptor handling is helpful, but not required. Positions available: Salt Lake City, UT and Albuquerque, NM – Ten month positions from August 2006 through May 2007. Compensation: Volunteer stipend of \$600 per month plus housing. Send cover letter, detailed resume, 3 current references with phone numbers or e-mail addresses, and dates of availability preferably by email to [hwi@hawkwatch.org](mailto:hwi@hawkwatch.org) or by regular mail to Education Coordinator, HawkWatch International, Inc., 1800 S. West Temple, Suite 226, Salt Lake City, UT 84115. [www.hawkwatch.org](http://www.hawkwatch.org). Positions are open until filled.

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## Bioregional Outdoor Education Project (BOEP) Regional Coordinator

Job Description as of 6/26/06; Position to Start Aug 1, 2006; Open until filled

Work with BOEP Manager to coordinate the Bioregional Outdoor Education Program in 24 schools (each RC works with six schools in one state). BOEP works with K-6 elementary teachers and their students in the public and BIA schools of the Colorado Plateau bioregion, including parts of CO, UT, AZ, NM. Responsible for assisting in program development, curriculum development, and teacher workshops. Will assist in operating a 6-day field-based Summer Institute for teachers, an one day Winter Workshop, and 3-day River Institute, recruiting institute participants, acting as liaison with teachers, principals, and school districts, and co-creating school-year program with their group of teachers. The BOEP Regional Coordinator reports to the BOEP Program Manager as part of the Programs Team. The Regional Coordinator will work with one state and 6 schools.

### **QUALIFICATIONS**

\* Teacher Certification in any state (any level, prefer elementary education) \* Environmental Education background \* Classroom teaching experience \* Able to work with a diverse population \* Ability to be self-directed out of a home office \* Computer proficiency (word processing and internet)  
\* Ability to work as a team member

### **DUTIES**

**Supervision:** Supervise teachers, students, and activities in each school.

**Program Management:**

With the BOEP Manager, facilitate community (superintendent, principal, teacher, PTA) “buy-in” in each school location. Establish lead teacher contacts and recruit participants for Summer Institute. Work with BOEP Manager to create and implement curriculum content and schedules for each school for each two-year program cycle. Meet regularly with BOEP Manager to report on progress and problems and to the Programs Team. Creatively resolve any program problems that arise, with BOEP Manager. Assist with newsletter and other mailings. Produce articles and other materials for BOEP newsletters and website. Approximately 75% of time will be spent in schools and 25% of time on administrative duties.

**Resource Center Equipment Management:** Ensure that each school manages program equipment efficiently and keeps gear in good working order. Maintain a prioritized list of each school’s equipment needs. Prepare and adhere to equipment budget.

**Program Evaluation:** With BOEP Manager ensure that each school program is efficiently and professionally run and evaluated. Track quality of service, satisfaction with BOEP, from teachers, principals, PTA’s, and superintendents.

**Other Responsibilities:** Create/purchase needed equipment/supplies for home office. Help to increase level of satisfaction.

**Team Player:** Work with Programs Team effectively. Help out in office with various tasks as needed. Work with FCS office staff on other appropriate projects. Attend all team, all staff, BOEP, and Board meetings

**Compensation:** Salary would be \$25,000 annually for an eleven-month renewable contract plus benefits, \$150/month office stipend and a car. Applications close August 1, 2006 and the job we hope to start by August 15, 2006. This is a grant-funded position. Applicants will be contacted by phone for an interview if we feel you are qualified for this position.

### **TO APPLY**

Send a cover letter describing your ability and skills to accomplish the job as described along with a resume of your past work experience. Please be as specific as you can regarding your skills and abilities related to the job. Please mail the letter and resume to: Jon Orris, Four Corners School- BOEP, P.O. Box 1029, Monticello, UT 84535. (435) 525-4456. See [www.BOEP.org](http://www.boep.org) for further information. Most of this information is available on the web at: <http://www.boep.org/frame.fsp>

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# MATERIALS & OPPORTUNITIES

## Fundamentals of Environmental Education Online Course

A 10-week online course about the fundamentals of environmental education will be offered this fall (September 11 – November 17, 2006). The course is appropriate for both classroom teachers and for non-formal educators who work with students and/or teachers. Participants may obtain three undergraduate or graduate credits from the University of Wisconsin-Stevens Point. All students, regardless of location, are eligible for the in-state tuition rate. The course is also offered at a reduced cost for those who are not interested in obtaining college credit.

The "Fundamentals of Environmental Education" online course was developed by the Environmental Education and Training Partnership (EETAP) in collaboration with national EE experts. It provides educators with the knowledge and skills necessary to incorporate quality environmental education into their instruction. Participants discuss the history, definition, and goals of environmental education; develop an understanding of the professional roles and instructional methods of environmental educators; and interact with other educators from across the country. Past course participants have given the course excellent reviews.

For more information, please visit [www.eetap.org](http://www.eetap.org) and click on "Online EE Courses" or contact Angela Arkin ([Angela.Arkin@uwsp.edu](mailto:Angela.Arkin@uwsp.edu)) for a registration form. Please act quickly—the preference registration deadline for the fall course is **August 11, 2006**.

## Youth Garden Grant Program

The National Gardening Association (<http://www.garden.org/>) and Home Depot (<http://www.homedepot.com/>) have announced the 24th annual Youth Garden Grant Program. Over the last twenty-four years, NGA's Youth Garden Grants program has helped more than 1.3 million youngsters reap rewards and vital life lessons from working in gardens and habitats.

Schools, youth groups, community centers, camps, clubs, treatment facilities, and intergenerational groups throughout the United States are eligible to apply. Applicants must plan to garden in 2007 with at least fifteen children between the ages of 3-18. Previous Youth Garden Grant winners who wish to reapply must wait one year and have significantly expanded their garden programs. Applicants should demonstrate a child-centered plan that emphasizes children/youth learning and working in an outdoor garden. Areas considered for support include educational, environmental, or social programming; leadership; community support; sustainability; innovation, and need. Each winning program will receive educational materials from NGA and a gift card (amount to be determined) from Home Depot. Program information and application are available at the NGA Kidsgardening Web site:

<http://fonline.foundationcenter.org/pnd/10002072/kidsgardening> . **Deadline is November 1, 2006**

## EEANM Website

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

Visit the EEANM Forums to start an online discussion with others from around the state. Networking continues to be one of the main concerns for environmental educators. This tool is meant to improve communication. It will become more and more useful, as more and more people use it. See you there!

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# MATERIALS & OPPORTUNITIES

## Translator Needed for *Green Teacher* Magazine

*The Green Teacher* ([www.greenteacher.com](http://www.greenteacher.com)) is a magazine that is written for teachers to educate students about environmental issues. Unfortunately, there are no magazines similar to *Green Teacher* that are published in French or Spanish. With thousands of French-language schools in Canada and a burgeoning Hispanic school population in the United States, there is a real need for more educational materials for North America's *other* two languages. They have recently added two new sections to the website: *Green Teacher en español* and *Green Teacher en français*. This free service can be accessed to download a selection of *Green Teacher* articles and learning activities that have been translated into Spanish and French.

To further develop this project, they are seeking the assistance of volunteer translators who can write fluently in French or Spanish and who would like to translate a favorite article or topic from the *Green Teacher*. They are also looking for someone with desktop publishing skills to develop an attractive page design for one or more translated articles. If you are interested, please contact Tim Grant, co-editor, at [tim@greenteacher.com](mailto:tim@greenteacher.com).

## Adopt-A-Classroom

This program matches a classroom with a donor that provides financial and moral support. Register your classroom and complete a request for \$500 in resources. To participate, you must teach at a U.S. public school that was established before Aug. 15, 2001, and you must have a valid email address. Each teacher is provided an order form. Your order form is sent to the school supply company, the resources are delivered to your classroom, and the bill is sent to Adopt-A-Classroom. Teachers are expected to communicate with their funder via email through the year. Rolling Deadline.

[www.adoptaclassroom.com](http://www.adoptaclassroom.com)

## Resources from USGS

"Biology: U.S. Geological Survey" provides research results, photos, projects, and other resources for studies in biology, biodiversity, and ecology. Learn about butterflies and moths of North America, bat research, invasive species, environmental contaminants' effects on plants and animals, redwood research, sea otters, reptiles and amphibians of southern California, the desert tortoise, and habitat conservation.

<http://education.usgs.gov/common/secondary.htm#biology>

"Geology at the U.S. Geological Survey" offers resource collections and maps for studying earthquakes, hurricanes, floods, wildfires, and other natural disasters, as well as rocks and minerals, plate tectonics, earth's interior, fossils, coastal wetlands, deserts, the carbon cycle, climate change, and the solar system. Learn about the San Andreas fault system, the life cycle of a mineral deposit, fire ecology research, big floods in the U.S., and more.

<http://education.usgs.gov/common/secondary.htm#geology>

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# MATERIALS & OPPORTUNITIES

## Naturalist Lesson Plans

The Electronic Naturalist ([www.enaturalist.org](http://www.enaturalist.org)) provides free weekly unit plans. They include information on animals, plants, and environmental issues. They are available in two different reading levels and in Spanish. The lessons utilize interdisciplinary activities, connections to related lessons and the site offers email access to professional naturalists. It is a valuable resource for teachers and students, as acknowledged by the 2005 Scientific American Science and Technology Web Award.

The site features:

- A weekly environmental mystery to solve
- Announcements for various teacher workshops
- A basic lesson plan with activities and other related materials.
- Access to the Roger Tory Peterson Institute e-newsletter

## Classroom Presentations on Wilderness Issues

Nathan Newcomer, Grassroots Organizer/Media Coordinator for the New Mexico Wilderness Alliance in Albuquerque, is available to give presentations on wilderness issues to New Mexico's schools. In the past, they have spoken to elementary through college aged classrooms and were very excited to see the overwhelming positive response.

They are also interested in not only doing classroom presentations, but also conducting outdoor service projects that will have a real impact on the ground.

If anyone is interested in a presentation, knows of someone who might be, or would like to discuss further the other opportunities that they are working on, please contact Nathan Newcomer at 505-843-8696 or [nathan@nmwild.org](mailto:nathan@nmwild.org)

## MANAGEMENT POSITION OPEN: COFFEE SHOP MANAGER

**Earth Care International**, a non-profit sustainability education organization in Santa Fe, seeks a manager for its youth run coffee shop **ONE WORLD COFFEE AND TRADE**, to oversee all aspects of store management. Significant experience in the service sector, especially restaurants or coffee shops, preferred; recent business grads—preferably with some coffee shop or restaurant management experience—considered too. The Store Manager will work closely with the Volunteer Coordinator and Education Director but will be primarily responsible for the successful functioning of the store as a business. Must be qualified to build or improve the business systems and processes of the coffee shop, good with teens, detail oriented, and interested in social entrepreneurship and education. \$25-27k + benefits. (Position located in Santa Fe.) Please send resume (with restaurant experience included in a cover letter if not on your resume) to Rachel Balkcom, One World Coffee and Trade, Earth Care International (505) 983-0407 at [Rachel@earthcare.org](mailto:Rachel@earthcare.org).

Websites: [www.earthcare.org](http://www.earthcare.org), [www.oneworldcoffeeandtrade.org](http://www.oneworldcoffeeandtrade.org)

JOB OPPORTUNITY



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## Air Quality Curriculums – Resources for Educators

There are a variety of curriculum resources available to educators and tribal professionals that want engaging activities that can be used in various settings. These curriculum resources provide activities that will enhance understanding of air quality concepts.

### Oregon State University – Community Education and Outreach Program

<http://www.hydroville.org/>

The Hydroville Indoor Air Quality Challenge Problem deals with solving an indoor air quality problem that requires an integration of skills in several disciplines: physical science, biological science, environmental health, mathematics, social studies, and language arts. They must develop a solution through a multidisciplinary approach including data collected through laboratory experiments, interviews, research, and interaction with experts.

### ToxRAP™ (Toxicology, Risk Assessment and Pollution)

<http://www.eohsi.rutgers.edu/rc/toxrap/>

In this innovative, three-part curricular series, students become health hazard detectives to cooperatively investigate environmental health hazards and their impact on human health by using a risk assessment framework. Teaching techniques include illustrated stories, problem-based learning, games, graphing, hands-on experiments and case studies.

### Environmental Protection Native American Lands: A Cultural Approach to Integrated Environmental Studies. Grades 1-12, Second Edition

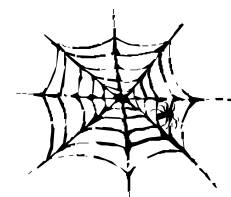
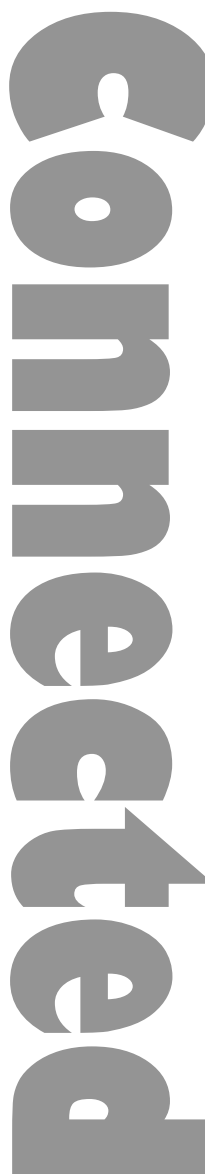
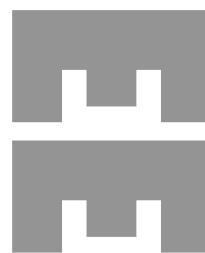
<http://www.epa.gov/epaoswer/non-hw/tribal/educout.htm>

The curriculum adapts elements from other waste management instructional materials, but adds several original activities specifically to meet the needs of rural Native American children. It is designed to be empowering and emphasizes cultural themes.

### Air Quality Curriculum Project

<http://www.nau.edu/eeop/aqcp/>

The AQCP develops sample case studies for teachers and students to use to investigate their local air quality issues. The AQCP Resources pages provide published, tribal, and Internet resources on air quality issues as well as supplemental student activities.



# 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

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