

The Newsletter of the
Environmental Education Association of New Mexico

EE CONNECTIONS

Vol. 16, No. 1: Late Winter 2008

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Visit the EEANM website
for more information on:

Grants

Jobs

Teacher Workshops

Events

EE News

www.eeanm.org

EEANM Quarterly Brown Bag Meeting and Educational Tours

9:30 – 4:00

Saturday, January 26, 2008

EEANM will hold a quarterly meeting and brown bag lunch in the Roswell area this weekend. The day will begin with a tour of the Bitter Lake National Wildlife Refuge by Steve Alvarez, Recreation Specialist for the U. S. Fish and Wildlife Service.

The Brown Bag lunch will be held in the Visitor Center, where attendees will discuss their local EE endeavors and network.

After lunch we will drive to Bottomless Lakes State Park, where Steve Patterson, Park Superintendent, will give us a tour of the park.

Please join us for a day of spectacular scenery and exploration of our NM natural resources. For more information contact Barbara Garrity at (505) 715-7021 or garrity.barbara@gmail.com

Meet at 9:30 AM

Bitter Lake National Wildlife Refuge – Steve Alvarez, host

We will begin the day at 9:30 AM at Bitter Lake NWR with a tour of the Refuge by Steve Alvarez.

<http://www.fws.gov/southwest/refuges/newmex/bitterlake/index.html>

12:00 NOON

At noon we will have a brown bag lunch and discussion of local EE at the Bitter Lake National Wildlife Refuge

1:30 PM – 4:00

Bottomless Lakes State Park – Steve Patterson, host

After lunch at Bitter Lake we will drive to the Bottomless Lakes State Park for a tour there by Steve Patterson.

<http://www.emnrd.state.nm.us/PRD/bottomless.htm>

EEANM *PRESIDENT*

Message from the President:



Christy Tafoya

As I sat in the audience at author Richard Louv's latest visit to our state in December at the Hispanic Cultural Center, I was moved by his words of wisdom, in his passionate plea to reconnect children and adults to nature and the outdoors. But I think I was even more moved to be part of such a diverse, respectful and engaged audience. I was proud to be a New Mexican, particularly when our state was recognized as a leader in this amazing "no child left inside" movement. And EEANM is an important part of this movement.

We have support at the highest levels in our government as well. Our Lieutenant Governor also spoke eloquently, saying,

Outdoor experiences help children develop healthy bodies and minds. Kids need more 'green time' and less 'screen time' in order to gain a sense of ownership and responsibility for their natural environment.

-- Diane D. Denish, Lieutenant Governor

I am excited to say that in the coming year, your membership in EEANM is more important than ever in reconnecting our citizens with their heritage. Our strategic planning process is guiding our new initiatives. Our new board is enthusiastic and is taking on important roles in providing quality environmental education throughout the state.

And you have a chance to make a difference in the future of EEANM! We are forming new committees for members to provide input into our future in four important areas:

New Committees

- * The Statewide Outdoor Classroom Initiative – Help determine EEANM's role;
- * Statewide Conference – Assist in the planning of our statewide conference to be held in the fall of 2008;
- * Financial – Many grants and funding sources are available and this committee will help decide the financial direction of EEANM;
- * Membership – Help determine methods to increase and diversify our membership.

Please see our website at www.eeanm.org to learn how to join the committee of your choice.

Many of you are already doing wonderful things and EEANM wants to support you. This is truly a watershed year. Feel free to contact me with any thoughts or ideas to help make EEANM stronger in 2008!

EEANM BOARD OF DIRECTORS

Kimi Scheerer Appointed EEANM Vice President

When EEANM solicited nominations for Board positions last fall, there was no nominee for Vice President. Dana Vackar Strang, our outgoing President, received write-in votes for President-Elect and generously accepted the position at that time. Recently she resigned that position because she will not be able to fulfill the three-year Board commitment required (President Elect, President, and Past President) due to increased responsibilities with her position at the State Land Office.

At the last Board meeting on January 17, Board member Kim Scheerer rose to the occasion and volunteered to accept that responsibility. The Board unanimously appointed her to fill the vacancy. Kimi is the Bosque Ecosystem Monitoring Program (BEMP) Education Coordinator for UNM, working from the Bosque School location along the Rio Grande. BEMP is jointly coordinated by the University of New Mexico's Department of Biology and Albuquerque, NM's Bosque School. It is a long-term program to study the Rio Grande's bosque, involving citizen volunteers (mostly k-12 students) in monitoring key variables that reflect bosque ecosystem structure, functioning, and biodiversity at sites with different flooding histories. They also track environmental trends and make this information available to resource agencies and researchers who manage and study the Rio Grande bosque. Kimi loves her work and brings her signature enthusiasm to everything she does. We are delighted to have Kimi commit to EEANM leadership for the next few years.



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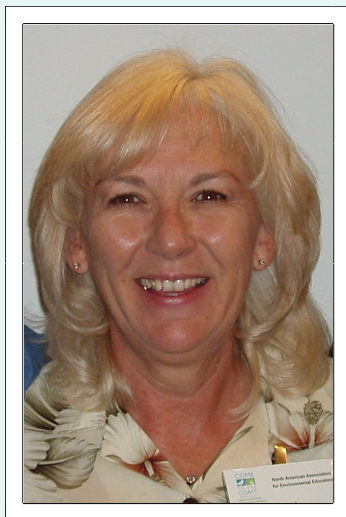
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Dr. Deb Thrall — Goals for NAAEE



Dr. Deb Thrall was recently elected to the Board of Directors of the North American Association of Environmental Education. Below she writes about her goals for her term on the board:

When I was asked to write a short piece about what I hope to accomplish as a board member of NAAEE for the next two years, I thought of how we make decisions, the complexity that is involved with these decisions, and the importance of that decision making in terms of who we are...what we now call sense of place.

Wikipedia defines “sense of place” as a characteristic that some geographic places have and some do not. It is often defined as those characteristics that make a place unique, those that foster a sense of human attachment and belonging. What makes that definition interesting is the juxtaposition of that “new world” definition to Rachel Carson’s where she felt it was critical to have a connection to the natural world so each of us could “*drink in the beauty and wonder at the meaning of what you see.*” Today’s definition states that we have created some places that do not have a “sense of place” the generic shopping malls or subdivisions with no regional character.

I would like to focus my efforts at the national level on re-awakening this sense of place in today’s youth through education and a reconnection to the arts and culture. As many of my students have heard me say, we are very good at the “how” of making decisions about the environment, but we have not yet mastered the “why” of those decisions. We can move mountains, tap into rivers, and build buildings with ease, however, should we?

The world is too complex for simple decisions and as the UNESCO vision of Environmental Education states:

EE should constitute a comprehensive lifelong education, one responsive to changes in a rapidly changing world. It should prepare the individual for life through an understanding of the major problems of the contemporary world, and the provision of skills and attributes needed to play a productive role towards improving life and protecting the environment with due regard given to ethical values.

Finally, literature shows that having a key contact or a recognizable leader has a powerful impact when it comes to decision making. Young people, who are more technologically literate than their elders, are especially sensitive to these influences. I would like to see a more concerted effort to reach these young people through the Internet and other expanding technology featuring young leaders in the field.

In summary, I would like to work toward a greater collaboration of efforts – both at the academic and practitioner levels, a more complete understanding of our sense of place to support decision making and a more concerted effort to reach the nation’s environmental educators using the more modern technological avenues.

As Edward O. Wilson states:

The Earth is something shared by all its inhabitants.. Not only do we share our home planet with people in our neighborhoods, cities, states, and nation, we are also intertwined globally with all living things. All people must recognize and value this understanding early in their lives because it is critical to the survival of all species. As formidable as our intellect may be and as fierce our spirit, those qualities are not enough to free us from the constraints of the natural environment in which our human ancestors evolved.

Carson, R. A Sense of Wonder. New York, NY: Harper and Row Publishers. 1965.

UNESCO. Final Report - Tbilisi. Paper presented at the Intergovernmental Conference on Environmental Education, Tbilisi, Republic of Georgia. 1977, 14-26 October 1977.

Wilson, E.O. “Is Humanity Suicidal?” The New York Times Magazine. May 30, 1993.

State Parks and Public Education Department Update

2007 was an exciting year for the State Parks Division (State Parks) and the Public Education Department (PED). State Parks and PED have partnered since 2005 to increase outdoor classroom programs for NM students. Goals of the statewide outdoor classroom program include: increasing student interdisciplinary learning opportunities, introducing or reinforcing concepts and skill taught in the classroom, building active citizenship and resource stewardship ethics, and raising teacher job satisfaction. Since July 2007, State Parks has served 3,665 school students, providing a variety of outdoor classroom programs throughout its 34 park system.

In 2007, the NM State Legislature recognized the importance of the Outdoor Classroom initiative, funding the statewide Outdoor Classroom Program (OCP) in 2007. A total of \$250,000 was allocated to the Public Education Department (PED) and is being co-managed by NM State Parks (State Parks). Further, State Parks received \$20,000 for Doña Ana County outdoor classroom programs. The OCP has received essential statewide support from many agencies, engendering partnerships that are vital to the success of this program.

Project Summaries to Date:

State Parks and PED are providing pilot projects in 5 areas -- outdoor education institutes, teacher resources, transportation grants, service learning projects, and evaluation. Here are just a few examples:

- **Outdoor Education Institutes** offer statewide teacher training workshops for existing or new outdoor classroom programs. Here are a few examples:
 - ♦ Clayton Lake State Park – In partnership with the NM Museum of Natural History, State Parks will highlight the Clayton

dinosaur trackway through a curriculum and teacher workshop.

- ♦ Mesilla Valley Bosque State Park (MVBSP) - The interdisciplinary *Bosque Education Guide* is being modified for the lower Rio Grande and will be implemented this year at MVBSP.
- ♦ Bottomless Lakes State Park - A Roswell Basin curriculum will be tested by teachers representing at least four school districts in the Roswell area.

o

- **Teacher Resources** provide hands-on teaching materials for children. In FY08, State Parks and PED will provide printed booklets, kits and trunks. The PED website will feature on-line OCP curricula and lesson plans.

- **Transportation Grants.** Many New Mexico students will have an opportunity to receive transportation to outdoor places. Through a special appropriation for Doña Ana County, local 5th graders will receive transportation to outdoor classrooms. The Kids to Parks PIT check-off grant program was also open from January 4-18 and will serve at least 1,000 students statewide. *News flash—the deadline for teacher applications has been extended to February 1, 2008!*

- **Service Learning Programs** feature hands-on, stewardship programs.

- **Evaluation** – State Parks and PED will ensure evaluation of pilot projects as well as student successes.

Grants through PED have been issued to 13 schools throughout the state, providing outdoor classroom experiences for 2200 students. **Grants** through State Parks **will be available in mid January** for outdoor classroom providers. Please see www.nmparks.com to apply.

Winners Announced in Mexican Wolf Student Contests

by Kevin Bixby

“When I grow up, I want my children to hear the howls of wolves when I take them camping in the Gila Wilderness...”

So concludes Logan Richards’ essay which tied for first place in the Southwest Environmental Center’s Mexican wolf student essay contest. Logan is a sixth grader in Mrs. Rose’s Science Class at Camino Real Middle School in Las Cruces.

The other first place essay winner was Kyle Thomas, an eighth grade student at Zia Middle School in Mesilla. They both walked away with new iPod 8 Gb nanos and a chance to spend a day in the field with biologists tracking wild Mexican wolves.

In the art contest, first place was also shared by two contestants, who also won iPods and a field trip. Tennisa

Julian, a seventh grade student at Chaparral Middle School in Mrs. Alden’s science class, wanted to show wolves’ strong social structure as well as their individuality. “I want people to look at the wolves and see how they feel and their personalities,” she wrote in her artist statement. “Each wolf reacts differently.”

She shared first place with sixth grader Rose Marie Choneska at Zia Middle School, who drew a wolf living in a world divided between inconsiderate humans and the natural environment where wolves can thrive.

More than 320 middle school students submitted essays or drawings from middle schools in Socorro, Alamogordo, Chaparral, Las Cruces, Silver City and Deming. Essay writers were asked to answer the question: *Mexican wolves are returning to New Mexico. Do you think their return is important? Why or why not?* Art contest entrants were asked to draw or paint a Mexican wolf in a way that emphasized what the artist thought were its most important qualities. In each contest, prizes were also awarded for Honorable Mentions, and to the teachers who encouraged the most students to enter. In addition, the names of 12 students were drawn at random to go on the field trip to track wild wolves.

Winners were selected by a panel of judges with expertise in writing, art, or biology, and announced at an awards ceremony held November 14 at the Rio Grande Theater in Las Cruces.

The winning essays and all the art entries are currently on display at SWEC. The winning entries will also be posted to our website in the near future.

Excerpts from the first place essays:

Logan Richards

A few years ago I thought about wolves when I was camping with my family in the mountains in Colorado. We spend a lot of weekends outdoors hiking and camping in the Southwest and I am always excited to find and watch the deer, elks, wild turkeys and coyotes-I once even got to see a mountain lion and a black bear in the Gila Wilderness - But I have never gotten to see a Mexican wolf, except behind bars at the zoo. Why are there no wolves I once asked my Dad, where have they gone?...



Artwork by Rose Marie Choneska



Some of the winners in SWEC's Mexican wolf essay and art contests for middle school students.

Photo Ken Stinnett.

Kyle Thomas

To begin with, I think that the Mexican wolf returning to New Mexico is very important. First of all, every animal has a place in life and they are all special and unique in some way; even those that some many consider to be pests. This animal inhabited the New Mexico landscape long before man moved in to set up ranches, build homes, and develop cities. The Mexican wolf is well on its way to extinction, and we humans need to be more conscious of the role they play in our ecosystem...

Winners--Essay Contest

1st Place (tie): Kyle Thomas, 8th Grade, Zia Middle School, Mesilla,—Mrs. Baker, Lit/comp teacher

1st Place (tie): Logan Richards, 6th Grade, Camino Real Middle School, Las Cruces,—Mrs. Rose, Science Teacher

Honorable Mention: Eiden Rische-Bloom, 7th Grade, Mercer School, Las Cruces—Michelle Granger

Honorable Mention: Belkis Jacquez, 7th Grade, Sierra Middle School, Las Cruces—Mrs. Manning

Honorable Mention: Sydney Salas, 6th Grade, Zia Middle School—Mrs. Crespín

Winners--Art Contest

1st Place (tie): Tennisa Julian, 7th Grade, Chaparral Middle School, Chaparral, Mrs. Alden, Science Teacher

1st Place (tie): Rose Marie Choneska, 6th Grade, Zia Middle School, Mesilla

Honorable Mention: Daniel Tannen, 8th Grade, James Monroe Middle School, Albuquerque, Mrs. Reynolds

Honorable Mention: Bailey Bonfantini, 7th Grade, Sierra Middle School, Las Cruces, Mr. Olin Calk, Art Teacher

Honorable Mention: Natalie Kuhns, 6th Grade, La Plata Middle School, Silver City

Winners--Teachers

Essay Contest: Soraya Smith, Technology Teacher, Lynn Middle School, Las Cruces

Art Contest: Olin Calk, Art Teacher, Sierra Middle School, Las Cruces

Drops to Watts: Have You Made the Water Use—Energy Connection?

Did you know that if you install water-efficient fixtures and appliances, not only will you save water, but energy as well? It's no accident that PATH, the public-private Partnership for Advancing Housing Technology, recently named WaterSense labeled toilets among its Top 10 Energy-Efficient Remodeling Projects. But how does saving drops save watts?



Although most people understand that heating water requires energy, they don't always consider the energy it takes to treat and deliver the water they use. In 2005, the nation's municipal water infrastructure consumed about 56 billion kilowatt hours of electricity—that's enough energy to power more than 5 million homes for an entire year. Plus, as the demand for water grows, water utilities must pump water from more distant and deeper sources, which, in turn, requires even more energy.

Conversely, while it takes vast amounts of energy to run our water infrastructure, it also takes vast amounts of water to cool power plants that generate our electricity. About half of the water gathered in the United States from surface and groundwater sources is used to cool power plants. On average, each kilowatt-hour generated requires approximately 0.2 to 0.3 gallons of water.

That's why a simple, high-efficiency flush can really make a difference when it comes to addressing global warming—the less water we use, the fewer greenhouse gases will be produced to generate electricity. Because WaterSense labeled toilets use about 60 percent less water per flush than the average toilet, installing them is a great place to start.

Even the simplest projects can yield big results. For example, screwing on WaterSense labeled faucet aerators, which usually cost only a few dollars a piece, can reduce a household's water use by more than 500 gallons annually and save enough energy to power a hair dryer for eight minutes a day for a whole year. It's a simple equation: using less water saves money, conserves energy, and ultimately protects both resources for the future.

Reprinted with permission from USEPA newsletter Watersense. Link to newsletter:

<http://www.epa.gov/watersense/news/current/winter2008.htm#5>

Energy Conservation Tip

Because Google is a site that is used 200 million times a day the company calculated that if the site was black instead of white approximately 750 mw/h could be saved every day. That's equal to using 300,000 electric coffee pots at the same time for an hour (when the water is boiling). Heap Media has made a black versioned searching site, powered by Google Custom Search. If you want to save some energy, or just like the minimalist look, use this one . www.blackle.com

New Mexico Schools Receive Grants for Environmental Education Programs

Santa Fe – Teachers at nine New Mexico schools received funding for environmental education projects ranging from school greenhouses to energy classes including cooking with solar ovens and racing solar cars. The grants required a partnership between New Mexico schools and local organizations providing environmental education opportunities.

Four schools were successful in securing the larger project grants of \$2500. The Green Team at El Dorado Elementary will use the funding for a native plant nursery, a water catchment system to maximize rainwater use, and education on watersheds and native flora and fauna.

Through the use of performance arts such as puppetry, masks and impersonations, students from the Rio Gallinas School in Las Vegas will create presentations on the ecology and history of their landscape.

Juan de Onate Elementary in Gallup received funds for their outdoor classroom, which includes trails and a neighborhood garden. Students will receive land stewardship training, and participate in native vegetation planning, trash clean-up and service learning projects. The students' Outdoor Club will use the space and address problems such as illegal dumping, ATV traffic, and invasive species.

Also funded was the River Otter Project, in which Earth's Birthday Project engages over twenty kindergarten classes in Santa Fe in learning about otters and raising money to help the current reintroduction of the otter to our streams.

In addition to these projects, five schools received small grants for small projects and field trips. Successful recipients' projects range from a class that will visit all of the biomes of New Mexico (including alpine tundra, Chihuahuan Desert, pinon forest, conifer forest, bosque wetland and grasslands) to raising live trout in the classroom. For more information, see summaries of all funded projects on pages 2-3).

The EcoWISER grants are offered through the EcoWISER website, a free statewide database of environmental education resources for New Mexico teachers. EcoWISER lists environmental education events, links to curriculum, and lists organizations working with schools and teachers on environmental education projects across the state. EcoWISER is in need of more resources and content – groups are invited to join at www.ecowiser.org.

EcoWISER was created by River Source (www.riversource.net), a watershed restoration and education company based in Santa Fe.

LOCAL SPOTLIGHT

Kids, Caves, Birds and Banding An Opportunity for Hands-on Field Research

by Steve West

The Cave Swallow banding project began in 1978 to find the answer to a single question: Where do they winter? At that time we knew the winter range of virtually every North American species with the exception of this species. Soon after I moved back to New Mexico, started teaching in Loving and began banding birds at Carlsbad Caverns National Park. Using what I learned from banding as examples in the classroom soon piqued the interest of some students and I invited them to participate.

The process of banding involves stretching a net resembling a large, rectangular hair net between poles across a constricted area in the mouth of the cave. Birds then hit the net, become entangled and are removed. They are sexed, aged, measured, weighed and a light weight metal band is placed on the left leg. Birds already with a band have the number recorded and the bird is weighed again. Anything else which can be noted about the bird is recorded. The original idea was that we would band a thousand or two birds, get that one recovery, and answer that original question.



As often happens in science, new questions are raised and new paths are taken. While the original goal still remained, we decided to gather every aspect of Cave Swallow biology we could. Without the help of over a thousand students over more than 25 years, this would not have been possible.

Several academic papers have resulted from this project in addition to finally discovering the answer to that original question (the southwest coast of Mexico to Costa Rica). Students who were involved learned about collecting field data, the need in making data collection exact and meaningful, and in the value of studying natural systems outside of the classroom and laboratory. Many students used the data they collected in classroom presentations, regional and state science fairs. For me personally it became more and more important as time went on to use this project as a way of getting students into the field and to fight the “Last Child in the Woods” phenomenon.

Since the first Cave Swallow was banded in July, 1980, over 5,000 volunteer visits have helped hold poles, band birds, and take data. These people have come from pre-school age children to a U. S. Congressman. While most have been local, we have had people from over 35 states and 20 countries take part. Students have come as part of a field experience not just from Carlsbad and Loving but also from El Paso, Texas, Socorro, San Jon, Albuquerque, and many other towns. One great benefit of participating is that we are in the cave when the bats exit and have the best seat in the house to observe several hundred thousand of these animals as they fly past us.

As of the end of 2007, over 18,000 birds had been banded with 14,000 retraps just at the mouth of Carlsbad Cavern. On occasion we will also band at backcountry caves in the Guadalupe Mountains which are difficult to reach and where we encounter far fewer birds.

The plans are to continue the project on into the future. We continue to learn new things and are amassing great amounts of data which will tell us about longevity, age structures and survivability of the population. In recent years the population has expanded away from the park and now nests under numerous bridges and abandoned structures such as old houses and gas stations.

The only way this project has succeeded is with volunteers, students in particular. For teachers who wish to bring their students to participate, please contact me at 302-6187 or via email at lobo@swmail.net or wthrswift@carlsbadnm.com.

Steve West is a staff scientist and SE director for New Mexico Wilderness Alliance. He is also a retired science teacher with over 31 years experience.

LOCAL SPOTLIGHT

RiverXchange Project

“High Tech Connects”

New Mexico and Illinois Fourth Graders



Two classes of fourth graders from Los Ranchos Elementary in Albuquerque have high-tech “pen pals” this year with two classes from Godfrey, Illinois to share what each class is learning about their own local river. The two groups are fortunate to live close to two of our nation’s great rivers – the Rio Grande and the Mississippi. In fact, Godfrey is located near the confluence of three great rivers: the Mississippi, the Illinois and the Missouri Rivers.

The classes will meet three times this year via state-of-the-art video teleconferencing equipment to share what they are learning about the geography, science and culture of their rivers. Each session includes writing, drawing and hands-on activities that meet several science, social studies and language arts standards. The pilot project is part of the 2007 Albuquerque-Bernalillo County Children’s Water Festival’s outreach to promote water as a theme to teach the curriculum standards throughout the school. Amy White of Albuquerque and Jessica Pascoe of the National Great Rivers Research and Education Center are working closely to plan and coordinate the project. Both educators also help coordinate children’s water festivals in their communities. The Bernalillo Cooperative Extension Office is generously providing the teleconferencing facility and the Albuquerque Bernalillo County Water Utility

Authority (ABCWUA) is underwriting the cost of bus transportation to the teleconferencing site.

Session One

The first session was held in December. Each class presented a map showing the course of their river from its headwaters to the Gulf of Mexico, compared the webs of life that depend on each river, and described important species of plants and animals found in each region. The New Mexico students also presented what they learned about our state fish, the Rio Grande cutthroat trout. Kimberly DeVall of the Santa Fe National Forest visited the students earlier in the month to teach them about this fish and how to play the Rio Grande Cutthroat Trout Life Cycle Game. The Illinois students showed a way to remember the states that border the Mississippi on the west: the states form the shape of MIMAL The Elf, whose name is composed of the first letters of those states. The kids had many good questions for each other including, “What kind of fish can you catch?” and “How do you really pronounce ‘Rio Grande?’”

Session Two

In preparation for Session Two, the students are learning about the concept of the watershed, and where the water in the river comes from. They will compare photos of the land forms that make up these two very different watersheds. They will also teach each other about the special concerns for water safety in each river, such as flash floods and fast currents. Last week, the Los Ranchos students learned about the water cycle, the aquifer (Albuquerque’s current drinking water source) and ways to conserve water from Theresa Dunn, one of a team of water resource educators who conduct outreach on behalf of the ABCWUA. Then the students took a field trip to Albuquerque’s new drinking water treatment plant, still under construction. They learned all about the San Juan-Chama drinking water project and the new diversion dam at the Alameda Bridge area. By Fall 2008, the majority of Albuquerque’s drinking water will come from the Rio Grande, which already receives water diverted from tributaries that feed the San Juan and Chama Rivers in Colorado.

(Continued on page 12)

LOCAL SPOTLIGHT

Donna Schmitt Farmington High School Recipient of the EEANM Outstanding Educator Award of 2007

As a field biologist by training, protecting the environment and habitats for wild life has also been a part of my science teaching. I hate to leave students with a doomsday feeling about the earth so I try to educate them on ways that they can make a difference and that individual efforts are additive. I was inspired by a high school teacher Larry Caudill who started one of the first environmental science class in Albuquerque too many years ago to admit. I have been involved with Watershed Watch

from the beginning years with Dr. Bill Fleming. When I left Santa Fe Public Schools, I asked if I could bring the program up to the Farmington Area. I have been doing Watershed Watch at Farmington High School now for 6 years on the Animas River. I could do more than I do but I am also Science Olympiad Coach for Farmington High School. In addition, my husband and I are research associates with Louisiana State University and participate in ornithological expeditions to Peru and Bolivia in the summer.



(Continued from page 11)

Session Thre

For the final session in April, the two classes will discuss the influence of their rivers on human culture and the impact of human use on the rivers. The New Mexico students will learn about changes in the Rio Grande ecosystem over the history of human settlement using the Bosque Education Guide's Changing River Model. A corresponding activity is being developed in Illinois. At the culmination of the project, the classes will exchange books they have made containing their journal entries and drawings from field trips to their rivers.

Through the RiverXchange project, students examine many aspects of the river in their own back yard and take pride in sharing their knowledge of their local ecosystem. RiverXchange gives these students the unique opportunity to see and hear each other, ask questions, and share personal experiences about a distant place. Learning from their peers about another river ecosystem and comparing it with their own, gives students a broader understanding of the importance of a river to human life. The students are

excited and really looking forward to meeting and sharing once again on February 4th. For the final session in April, the two classes will discuss the influence of their rivers on human culture and the impact of human use on the rivers. The New Mexico students will learn about changes in the Rio Grande ecosystem over the history of human settlement using the Bosque Education Guide's Changing River Model. A corresponding activity is being developed in Illinois. At the culmination of the project, the classes will exchange books they have made containing their journal entries and drawings from field trips to their rivers.

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LOCAL SPOTLIGHT

Sandia Mountain Natural History Center goes to Southeast New Mexico

The Sandia Mountain Natural History Center (SMNHC) is an award-winning environmental education center located in Cedar Crest, New Mexico. The Center is owned by Albuquerque Public Schools and operated by the New Mexico Museum of Natural History and Science. The program is aligned to the New Mexico State standards and benchmarks for 5th grade education.

Through a generous grant provided by the Sierra Club, we are able to travel to schools and provide one of two ecosystem-based curriculums an outdoor or indoor program. Starting in 2008, the SMNHC is trying to expand the outreach program to more schools and counties that we have not visited before. Our past efforts have reached schools as far south as Silver City and as far north as Raton and Chama. This year we will specifically try to focus more on southeastern New Mexico. So far, we will travel to Roswell and have several schools in the area meet us at Bottomless Lakes to participate in our program. We hope to foster the beginning of a great relationship with our first foray into the southeast and continue to build our program and reach more schools in the area.

For more information on our programs or to schedule a visit call (505) 281-5259 or email

Free Fishing Day, June 7, 2008

Annual Free Fishing Day for everyone and fishing clinics will be hosted by NM Game & Fish and the Aquatic Resources Education Program.

These events are fun and free for children and families at 11 sites around the state. Activity-learning stations will be set up for youth with prize drawings to follow a morning of free fishing.

Sites include Questa-Eagle Rock, Cowles Pond in the Pecos River Valley, Wal-Mart parking lot catfish pool at Roswell, Corona Pond, Santa Rosa, Blue Hole Kids Pond, Alumni Pond at Las Cruces, Quemado Lake, Glenwood Fish Hatchery Pond, Tingley Beach at Albuquerque and the City Pond at Grants. Check the Department website for updated information at www.wildlife.state.nm.us

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 go to our website at www.eeanm.org and follow the instructions. Problems? contact info@eeanm.org

Save the Date!

EEANM Quarterly Brown Bag Lunch in Farmington

Saturday, April 12, 2008

11 AM—2 PM

Farmington Museum

Contact Becky Kerr for more information bkerr@boep.org



New

Mexico Outdoor EXPO 2008

Sunday, May 17-18, 2008 from 10-4 pm at the Albuquerque Shooting Range Park.

All are welcome! This is a free event!

Take advantage of this opportunity to experience outdoor sports in a setting for the whole family.

If you or someone you know has always wanted to learn how to shoot a shotgun, tie a fly, stick an arrow in a 3-D target or climb a rock wall, plan on being there!

Live fire ranges will be set up for .22 rifles, shotguns, muzzleloaders and bows. There will be fish printing, casting contests, a live catfish pond, fish aquarium and fly-tying demonstrations. Participants with one on one guidance will shoot Department guns, ammunition and bows, and arrows.

Food vendors will be selling hotdogs, hamburgers and other food items.

The Albuquerque Shooting Range is located west of the city. Go west on I-40 to the top of Nine-Mile Hill and

Save the Date!

EEANM Quarterly Brown Bag Lunch in Albuquerque

Wednesday, March 26, 2008

11:30 AM—1:30 PM

Bosque School Board Room (optional hike)



7th Annual High Plains Lesser Prairie-Chicken Festival

Date:

Friday - Sunday, April 11-13, 2008

Time:

Full day activities

Location:

Milnesand, NM

Overview:

Milnesand, New Mexico may be a small dot on the map, but it is big in the heart of New Mexico's prairie grasslands. Each spring, the lesser prairie-chicken, an icon of the Southern Great Plains, congregates on traditional breeding grounds called leks to strut its stuff. Witnessing these birds perform their mating ritual is an experience that leaves memories permanently etched in the mind!

- Observe and photograph the mating rituals of the lesser prairie-chicken
- Birdwatch with some of the best birders in New Mexico,
- Talk with ranchers and biologists working to conserve prairie-chickens
- Learn about the Southern Great Plains ecosystem
- Enjoy good food and Western hospitality

Due to limited facilities **attendance at the Festival will be limited to the first 100 people who register.** Cost is \$90 per person and covers the cost of 5 meals (2-breakfasts, 1-lunch, 2-dinners), coffee & donuts, a commemorative poster, and all field trips. **The deadline for registration is April 1, 2008.** Registrations postmarked by March 15, 2007 will be eligible for an early bird raffle drawing – **please register early!**

**Sponsors:**

The Nature Conservancy of New Mexico
New Mexico Department of Game and Fish

Grasslands Charitable Foundation
Community of Milnesand, NM

Contact

Tish McDaniel
(575) 762-6997 or chickenfestival@yahoo.com

Registration at
<http://www.nature.org/wherewework/northamerica/states/newmexico/events/events3517.html>



The **Sibley Nature Center** website has a wealth of information, articles and links related to the Prairie Chicken:

<http://www.sibleynaturecenter.org/photoessays/prairiechickens/index.html>

WORKSHOPS

Albuquerque Area Teachers Project WET Workshops

Substitute Stipends Available!



Teachers of grades K-5 February 12 8:30—3:00 Rio Grande Nature Center

Teachers of grades 6-12 February 19 9:00—3:00 Rio Grande Nature Center

Albuquerque area teachers have a choice of two workshops which are planned for February at the Rio Grande Nature Center. Teachers of grades 1-5 are invited to attend the workshop on February 12 and teachers of middle and high school are invited to attend the one on February 19. Sponsors are the Albuquerque/Bernalillo County Children's Water Festival and the Bernalillo County Office of Environmental Health.

To register, contact Barbara Garrity at (505) 715-7021 or garrity.barbara@gmail.com

Advanced Project WILD/Aquatic WILD Natural History Workshop

Professional Development for Educators

Title: Aquatic Birds and the Rio Grande Bosque

Enjoy a fulfilling weekend that will offer you renewed energy and ideas to meet your curricula requirements and the NM Academic Content Standards. Instructors from the Department of Game and Fish as well as guest presenters will lead you through engaging and inquiry-based learning adventures along the Rio Grande Bosque.

When: March 7, 8 and 9, 2008-start time 6:00pm on Friday, March 7th; field sessions all day Saturday, March 8 and half-day sessions on site Sunday, March 9th.

Where: Sevilleta National Wildlife Refuge, Sevilleta Field Research Station, south of Albuquerque

Accommodations & Cost: Sevilleta Housing-furnished, 3-bedroom houses with shared bedrooms and baths. Bring your own bedding and towels or pay the optional \$10.00 linen fee. Housing fee is \$35.00/person/night. The workshop is free and Project WILD will pay for the meeting room.

Pre-Registration Required: Colleen Welch, Project WILD Co-Coordinator, New Mexico Game and Fish, 505, 476-8119 or colleen.welch@state.nm.us

WORKSHOPS

Project WILD training: Science and Literacy in the Outdoor Classroom

What: Use your school grounds and Project WILD activities to meet New Mexico Content Standards and Benchmarks in science, math and language arts.

Receive: Newly revised Project WILD K-12 Activity Guide and valuable teaching resources. Special presentation by Dan Shaw, Bosque School, 'Integrating Real-world Science Projects Into the Classroom'.

When: February 16, 2008, 9-4 pm

Where: Sandia Mountain Natural History Center, Cedar Crest, NM. Be prepared to be active and outdoors for part of the day.

Pre-Registration Required: Kevin Holladay, Project WILD Coordinator, 505-476-8095.

Kevin.Holladay@state.nm.us

Project WILD training: Special WILD About Elk!

What: Use a focus on elk and deer and Project WILD activities to meet New Mexico Content Standards and Benchmarks in science, math and language arts.

Receive: Newly revised Project WILD K-12 Activity Guide, WILD About Elk Teachers Guide and other valuable teaching resources.

When: February 23, 2008, 8:30 am- 3:30 pm.

Where: Sugarite Canyon State Park, Dam House, Raton, NM. Be prepared to be active and outdoors for part of the day.

Cost: Refundable deposit of \$10.00. Check made out to "Friends of Sugarite Canyon State Park". Free lunch provided.

Pre-Registration Required: Pat Walsh, Sugarite Canyon State Park, patricia.walsh@state.nm.us, 505-445-5607 or Kevin Holladay, Project WILD Coordinator, 505-476-8095. Kevin.Holladay@state.nm.us

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 MEMBERSHIP TYPES

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

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☐ Organizational Membership.....\$50.00
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