GROUP 1

"Pre-packaged" curriculum and lesson plans that can be shared through platforms like Google Classroom

More "screen time". :(on the positive side, my daughters have been learning a lot from different websites.

Partner with meal distribution sites (through Denver Parks and Rec, for example)

How to Jamboard – https://bit.ly/3imD5w9

Join events that communities are already having and bring nature activities to them

Not everyone has access to technology

EE at Home – What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

My connection to students is through teachers and I'm concerned that teachers are going to be overwhelmed with the hybrid model and that will make it challenging for us to connect to students and families at home.

How do you build relationships with families?

EE at Home – What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

Inequities in money affect access in communities

Social Media platforms

School newsletters that go home with students

Environmental passports for kids that have different challenges (e.g., go on a walk and ID different plants, animals, etc)

CNN - Family Nature Club - Encourages families in their own neighborhoods to develop clubs. Pop-up nature play activities

Need to address the barrier of transportation

Partners who already work in communities

"Activity in a bag" kits. The kit contains everything needed to do an at home activity and has picture instructions in English and Spanish.

"How to" Jamboard - https://bit.ly/3imD5w9

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

Virtual Learning

Incorporating community history as a basis for EE programs

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

Learning in Places - Org based out of Washington - emphasize that nature is everywhere. Connecting families to their own neighborhoods.

Connecting to practices that families already do

Including environmental activists of color in history lessons during EE trainings

Depends on teacher capacity

Hands-on stewardship projects in communities are so important

Schools are important for EE when students don't have access to nature at home

Incorporate the voices of people of color into teacher trainings and through programs

How to Jamboard - https://bit.ly/3imD5w9

An alternative is container gardens that they can take home

Build better relationships at the district level: understand their concerns/limitations and develop incentives to promote EE in schools

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

Concern that teachers are feeling overwhelmed for this upcoming school year

Conversations with pre-service teachers are SO important

Barrier that schools/districts are being extra careful around access to things like gardens

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

Need a system-wide change for how EE is incorporated into the school systems so it isn't dependent on individual teachers and relationships which come and go

Build relationships with individual teachers

Need follow-up with schools/teachers on gardens and other EE efforts

Challenge to gardens is when teachers/parent champions leave

Creating policy for school districts and community guidelines for school gardens or gardens in local parks.

Group 3

There is much more content being produced for at home EE by various organizations and groups.

Community meetings to bring people together. Also, DEIJ committee formed to look at DEIJ

In my communities, families who are already interested in being outdoors together, actually have more time. Friends have been exploring Acadia National Park with their children, for instance.

Hi Group 3! Please feel free to add your ideas here if you have any comments on the prompts.

Include children in these conversations

EE at HOME - What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

EE at HOME - What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

Individual personal work is needed... Looking at our own ingrained biases and perspectives and privileges before reaching out to others.

its ironic to promote connecting with the natural world virtually

more opportunity to be resourceful and creative and push "business as usual"

We have been promoting the fact that being in nature is "safe" - trails are still open :)

Our public talks have been getting huge audiences--100 or 200 people attending--on Zoom, much more than we could fit in our building.

people are out on the trails, which has lead to more people wanting to police other people's trail behavior, which has led to opportunities to share things like the https://www.recreateresponsibly.org guidelines, which

Many summer camps are not running in-person camps or if they are they are the more expensive ones that arent accessible.

Families become more important in the current covid era. We must truly shift some of our educational efforts to engage the whole family- across cultures.

Is anyone worried about our reliance on social media? That is the consumer-driven, capitalistic "system" that is part of the problem?

virtual meetings for teachers and non-formal educators weekly and bi-weekly.

The main providers in my area haven't been able to operate programs. For example, the nature center I visit most often is not opening their farm museum or running free programs.

a weekly newsletter with low-tech, no-tech and high tech examples: https://maeoe.org/resource-library/home-based-environmental-education-resources

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

creating new partnerships

People have other priorities than virtual learning...BUT due to being isolated at home our outdoor spaces seem to be used more

Maybe now the message of environment (and access to green space) as a social determinant of health will finally be heard?

Limitations on place-based activities as a community

In person connections are curtailed, and we are leveraging social media to help make connections

We are utilising different mediums and tools like videos that were never used before

No tech activities: example scavenger hunts from the window. We are looking at kits for students that can be dispersed with lunches

We have the time now (assuming) to do the background work and research on what communities want/need, our personal knowledge, and build tools to apply when we can be in person again

The botanical garden in Charlottesville is changing its name due to being named after a slave holder.

Instruction predominately focused on ELA & Math

Echo

Maybe our message that EE can be integrated into every topic needs to be louder now more than ever?

EE at SCHOOL - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

Uncertainty about the school year

Adapting to needs of instructors based on their unique circumstances; having an array of options that you can adapt for different circumstances, to help teachers connect

Design of activities to complement workflow of students and instructors

Health Benefits of being outdoors

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

Supporting teachers who don't know how to teach outside

Uncertainty in funding for schools, which is impacting support for basic needs and access for students, instructors

INEQUITY

School funding being leveraged in politics of COVID response

Advocacy for ee partners to be able to support k-12 and afterschool

Nearby nature and using the school grounds for learning

Group 4

How to Jamboard – https://bit.ly/3imD5w9

mental health impacts of our current situation on students @ home (with such big disruptions to their normal situations)

EE at Home – What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

challenge: increased use of outside spaces can create problems w/ COVID

How can EE help with school and teacher restrictions (many EE facilities will likely have to close + schools and teachers are overwhelmed)

EE at Home – What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

opportunities: lots of people outside – new option for families (how will this play out)

building scientists vs teaching facts

Access

to nature & to the internet

access in wide range of categories: ex: printer? outdoor space? caregiver availability?

What is simple enough that doesn't require special tools/access/knowledge?

opportunity: what are simple activities for families to do inside/outside?

Community Agreements

- All feelings and experiences are real and valid
- All voices are heard and respected
- What's true today, may be different tomorrow
- Impacts are different for different individuals and communities
- Innovative, bold, new ideas are welcome
- Voices are missing
- It's okay to be raggedy
- WAIT - Why am I talking, Why am I not talking

non-formal conversations

fireside chats

missing out on some learning opportunities / opportunities for connection

how do we keep this at the forefront past this current momentum?

shifting so that JEDI is a priority at many EE organizations

what's our role in breaking down "system racism" specifically? Environmental ed vs environmental justice and their intersection historically & moving forward

How to reach people who are less connected to EE when we're all told to stay home?

"How to" Jamboard - https://bit.ly/3imDSw9

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

opportunity: potential for collaboration

STEM project in NM

opportunity to expand partnerships

took the time to create an equity task force w/ so many cancelled programs

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

lots of free, new opportunities b/c of sharing resources for educators

collaborate & not duplicate efforts

really think about which organizations we're partnering with, considering an equity lens

permission to try new things

how to link virtual learning w/ place based learning

"we're all in this together" mindset

potential & opportunity for expanded access

new partnerships we wouldn't have considered before. Who should we be talking to?

webinars! (potential increased access to PD)

more conversations on equity & inclusion (what are the needs in the field?)

funding

Community Agreements

- All feelings and experiences are real and valid
- All voices are heard and respected
- What's true today, may be different tomorrow
- Impacts are different for different individuals and communities
- Innovative, bold, new ideas are welcome
- Voices are missing
- It's okay to be raggedy
- WAIT - Why am I talking, Why am I not talking

linking EE to civic engagement

fewer barriers in a certain way (geographic at least) can lead to more partnerships and opportunities for collaboration

make the case for the social and emotional learning that can happen in the outdoors

advocate for better internet in our communities!

long term approach

resources to share directly with students

teachers are going to need a lot of autonomous content - opportunity to EE to supplement & help

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

what opportunities are there for non-formal environmental educators + K-12 teachers?

school grounds during the day, ee outside places

How to best reach out to teachers? individual? school district? principal?

space for innovation

communicate better as a group on the value of EE

How do we find out what our communities need? Need to keep checking in

take standards and base them in the outdoors

virtual learning experiences -> geography isn't a barrier

"How to" Jamboard - https://bit.ly/3mD5w9

Group 5

Challenges: Not having students outdoors, not being about to work with students, making ourselves still important

have seen are: 1. parents still having to go to work and kids are left without someone to watch/teach them. 2. sending out activities are great with a video, but if the students do not have the resources, what good is it. 3. attention span

programs obviously. Unfortunately, we schedule a lot of our lower income schools for spring b/c the weather is better. We try to avoid winter program for those schools b/c most students do not have the proper clothing to

unschooled/homeschooled growing up from 5th grade on- I see a massive shift of that happening in the U.S. my schooling focused on nature and science, and some parents will hopefully shift more to this mindset for more

have been able to work on gardening at home --if they have the resources. At Guidestone we have been giving some garden beds to families with plants for free. We only have a limited amount, but we are starting

Provide translations of materials created, opportunities for printing etc. ✓

Being outdoors, wherever those "outdoors" may be--a backyard, a nearby park, a school playground, etc.

Equity- Ensure digital materials meet ADA requirements and are 508 compliant

Greater opportunities to slow down and get outside

Challenges - for people in big cities without access to a lot of nature

JB- lack of affordable internet access for many, and having outdoor space easily

for equity during covid, it is a time to ask people what they need: what the census should be asking.

EE at Home – What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

Opportunities: Able to reshift priorities, redesign and rethink programs, PD, work online and create new programs

Some challenge and a benefit is how many people who did not often go to trails are now using the trails. Great that access is increasing, but during a pandemic it is nervous.

Chrome books were distributed to students without tech at home.

on unequal access to the outdoors. Shelter-in-place for many means stuck inside in an apartment that has not access to fresh air, soil, plants. Think assisted living residences, low income housing apartments. urban

Partnering with community leaders/orgs to access families through their service providers

EE at Home – What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

Opp: Multi-generational learning

I think more people are spending time outdoors than before, so that's a positive and an opportunity to further EE at home.

Really brings to light the daily challenges of food, safety, childcare for our community.

Challenges - Access to students at home - technology differences, parental support differences, assumptions of safe outdoor spaces

and made them visible to the world. I feel like so many white folks are waking up! COVID has made it clear the inequities in green space, clean air and water. And people are having different experiences because

When a community garden is available: having families sign up to take care of the garden once a week or so and share the produce that comes from this effort.

Focus on non-digital materials

State and County parks closing was difficult for people to get out and enjoy the outdoors.

Shifted: not having any programing, outdoor spaces being closed, for our program in the fall, mask mandated while hiking

Reach parents/Moms with EE and they will take families

FREE admission at parks was great, as it allowed people not normally visiting to enter and enjoy.

Opportunities: Working with local school districts to discuss outdoor learning, easier to be safe/distant in outdoors, ensuring that materials are accessible to many students/working with various agencies.

Opportunities: Ability to reach youth and families everywhere; increased conversations and collaborations between EE orgs.

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

wood that cannot be used for construction but is great for building a garden bed. We have been able to help 3 families so far in getting a garden bed and providing them free plants to get them started. We have the ability to

Forcing conversations about systemic racism and systemic oppression within our orgs. Who is being served, or not? Who makes up staff/leadership/boards?

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

Increase coordination with community by EE to create programming that addresses environmental issues and connected inequities, and gives participants the tools to be a part of the solution.

Has forced EE orgs to collaborate with non-nature partners

Challenges: Fewer opportunities for facilitated EE experiences outdoors

Increased pressure/impacts on outdoor public spaces

Shared EE resources across communities, focused on equity

COVID has allowed for the incentive to be outside because it is safer which is one plus for the education world. Let´s get out our claustrophobic classrooms as much as we can.

Spanish and English available to all due to shift to tech usage.

We are a program that is supplemental and might not be able to have students in person this coming year. Guidelines are no field trips/contained classrooms.

Encouraging use of iNatrualist and creating a short program to do use this with student(s). Nature at home learning.

Opportunities: Create short 1 page activities that can be done without adults, video lessons, podcasts, online modules

Surveys from school systems to parents and faculty/staff asking for their feedback on COVID related issues.

How to Jamboard - https://bit.ly/3imD5w9

A push for centering conversations across families, communities, and the school district on how to increase access to outside spaces.

Teacher training required. Also, could use Americorps Volunteers to work with teachers to split classrooms in two to provide outdoor education

Created eLearning curriculum to use tech outside.

More opportunities to share outdoor curriculum on new platforms, like NearPod.

Possibility of shifting from in person to remote learning again and teacher ability to effectively make this shift and incorporating anything outside the core curricula

If indoors is going to be a not-so-safe space due to COVID-19, we have more opportunity for in-person learning outside.

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

kids for "walks" with them to explore nature. Then giving simple assignments to "go outside and ____." Parents of younger kids are being asked, on assignments, to go outside with their kids and explore nature / read outside/ etc for

Access to internet- having to drive to public hotspots. Multiple kids in a family= multiple devices.

where, but what are the issues we are living with. Let us make partnerships with colleges that are near us that can help with the "research" of asking our community what is going on. We have power as the teachers of our students and the

Giving teachers pre-made, standards aligned, translated activities that are ready to go

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

Challenge: School budgets and allocated time is slashed, so supplemental EE programs will fall to the bottom of priorities for administrators

We went from seeing every student in our partner schools one hour/week for EE to having short, optional weekly activities that were sent out to parents in an email (along with all of the other school work)

Such limited instruction time means we need to provide self-directed learning that kids can do offline/as homework

Opportunity: drive home "nature at home/urban ecology" rather than exclusively focusing on "out there/wilderness"

Providing outdoor (supervised) educational programs for kids who have working parents.

Ask teachers what they need, in what format, when they need it. They know their kids & communities.

Learning and using the same software that teachers/districts use

Group 6

More demand for online/virtual resources and experiences and also ideas for getting kids outside for meaningful learning. But also inequity in who can access and/or has safe spaces to be outdoors.

Lack of controlled environment (i.e. classroom) makes it hard to ensure our virtual content is truly inclusive/equitable for everyone.

Students having access to virtual resources like internet. Parents having time to help kids with EE resources, some parents have to work and juggle childcare.

Using accessible language. Not needing to have lots of background information or experience. Breaking down those barriers! (i.e. an outdoors club uses special "lingo")

Trying to make the videos about experiences that kids/families can do in their own backyard. Get them out of the house even when they are stuck at home.

"Call to action" videos

Leveraging community centers, apartment managers, etc. to bring offerings to under-served/under-represented community members

EE at Home - What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

EE at Home - What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

Working with our Education Coordinator and a youth EE organization to develop online educational tools (videos, narrated presentations, at-home activities).

Adding subtitles to videos in another language (like Spanish) too increase access for parents whose primary language may not be English

Important to advocate for equitable access to devices and wifi.

Challenge--how to measure impact of virtual EE?

Educational videos - helps program expand reach and bring EE programs into people's houses/communities.

How can we be there to mediate and help in outdoor activities? There have been a lot more accidents during Covid related to the outdoors.

greater need for and appreciation of shared outdoor spaces

"Overuse" of outdoor rec. spaces

How can we do outreach when we cant do big outreach events (due to social distancing and large crowds)?

Idea: More iterpretive trails, like having numbered stops along the trails and pamphlets that people could pick up at the trailhead.

Urban birds! https://celebrateurban birds.org/learn/birds/

The more urban, the less biodiverse a neighborhood may be

Drive-in movie showings of environmental videos/movies

Some groups are considering "pay what you can" structures for virtual conferences and other events.

More people using the outdoors, but less people there to educate about it and promote safety, no mediators

Limitations for in-person programming constricts hands-on experiences.

Nature close to home : pollinators and insects are easy ones! Kids can look at flowers and around gardens, parks, backyards for insects. We could print out little guides and provide those. Maybe in those little library boxes?

Doing more events virtually presents an opportunity for some to engage who might not normally be able to attend.

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

naturalists (paid would be great or volunteer) to informally be a known person to go to with nature questions or nature notice-ings. That person(s) could help interpret people's own yards, streets, parks, shopping centers. Pigeons!

Limited public access to waterways, etc.

Community gardens, school gardens and neighborhood/home gardens can offer excellent opportunities for environmental education - offering a place to practice lessons learned online.

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

Program, after 10 successful years, has been postponed for 2020 by the COVID pandemic. The Advisory Team has continued to meet, trying to adapt and plan for the 2021 cohort, and develop methods to keep the existing Master

Communities of BIPOC being most disproportionately impacted by covid can also be most impacted by closures of EE/community centers in their neighborhoods

Need professional development and best practices for engaging participants virtually.

Roads (in ME) are sometimes modeled on indigenous roots (urban connections)

A solution could be to start small- right outside home, schoolyard

to allow outdoor field trips again, it will be challenging to overcome the combined fears of COVID exposure and innate discomfort about the "dirty, scary" outdoors. Community center outdoor experiences

How do we translate EE into a model that no one has ever done before??

Take some of the vast textbook & testing budget and use it for funding tools and personnel to deliver EE at schoools and to pay for field trips.

We could be moving in a direction of kids on screens all the time>> we want to prevent this

Finding ways to tie in EE activities to science or other standards so that they can fit into what teachers are doing, especially when they have less time right now.

Our leadership and board decided to fundraise more and waive school program fees instead of asking students/schools to pay a $15/student

Little support for education in general, let alone EE. Governments at all levels need to put more $ and resources into education.

We need to have an adaptive model

More and more difficult in general to provide hands-on learning in schools or get outside at ALL

Efforts to waive program fees and have schools subsidize bus fees to make programs more equitable

Fundraising...

How to fund?

Center both EE and equity in our messages

subsides sufficiently to allow outdoor field trips again, it will be challenging to overcome the combined fears of COVID exposure and innate discomfort about the "dirty, scary" outdoors. School yard outdoor experiences may be a

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

Our schools might ask us to come to their school yards instead of them using buses to come to us.

How to support teachers when everything is so unknown?

But funding should be provided by government!

Highly variable, across locations/schools, etc.

Providing teacher professional development opportunities on ways to adapt EE opportunities into hybrid teaching models.

How does school funding (or lack thereof) impact access to EE programs?

Public school funding lost to private/charter schools

So important! Our comments do matter.

Contact via fb/phone calls/emails/lobbying in state Congress

We don't know what things will look like...makes it very hard to plan, and we and teachers having to plan for in-person and distance learning at once

Getting meals to kids, meeting basic needs has become more a focus

Our community college has transitioned to 100% online, including Environmental Science for Teachers and Life Science for Teachers classes.

Need avenues for reaching elected officials

Should be more openly accessible

Require time, know-how, confidence

Working with teachers' union

Our 38 RiverXchange elementary schools have all gone online and are still debating about whether to transition to partial in-person next month. We are trying to develop watershed education presentations

and activities to address both online and in-person learning. Teachers are also in limbo and less willing to engage about our optional program in their classrooms.

Helping those with least privilege helps everyone.

Challenges include them having time, getting paid for it

Online classes aren't ideal for teaching these courses, especially because field experiences are so crucial.

Let's target our efforts for change and conscious expansion of equity in outdoor environmental education on local school boards, and advance understanding about the broad-based value of EE.

Show them how powerful EE can be.

Another idea I've heard: give teachers binoculars and a bird guides, maybe some activities to go with that. Have one kid take the kit home at a time (then maybe a 3 day disinfection period) and switch off

Uncertainty of how to program with schools in fall if they are partially or fully online. (sounded like they're going to try hybrid learning in all of our areas)

Group 7

EE at home
More interest in curricula that can be accessed on line, kits activities that can be done at home with families

This is a blessing because we have had to hve hard conversations with each other and having to hear hard perspectives and how to navigate these hard issues
You circle around people for years but never really meet
- Due to covid we get to actually meet people

Ability to do simple but profound EE activites at home

Libraries stepping for sharing activities and links
More information sharing about trails and outdoor spots
The NEED more outdoor and nature connection and recreation
- Mental health struggles due to lack of access to open spaces and outside
- Ex… El Paso closed trails big fight with communities not even having access to the trails

EE in the Community
Increase in use of word 'safe'
- Lots of risk assessment typically done when taking kids outside (cottonwood gulch)
- Education opportunity about not just staying safe but mitigating risk and risk management

Hierarchy of needs
- These have shifted in Pandemic
- Theres a lot more damage being to so public spaces and nature during the pandemic
- Lots of feelings about safety – if this need isn't being met it's hard to move on to other experiences outside
- Struggle to figure out how we do things now with covid risks
  o How do we move on from risks about covid to try to 'get back to normal' when we are a facing a complete paradigm shift

How we teach students isn't 'normal'

Facing this pradigm shift hopefully will allow us to get more kids outside and tending more with socioemotional needs of students
This is a huge opportunity to not cling to old version of 'normal' – there's a fissure in this paradigm.

How can people want to go back to normal when normal wasn't normal

What can we do

Lending library of bicycles?
- There was community push back relating to liability and injury

Casa Esparanza – organiation that teaches how to work on bikes and gives bikes away
- How to we address this risk management issue

Create one stop place to let people know where they can go outside during pandemic
- Santa Fe has maps of multiuse trails in and around Santa Fe – put in lobbies of schools

Connectivity issues in rural areas
- Navajo/Hopi Relief effort
- Students going to schools for picking up meals, and materials for activities
    o Drawback is these aren't as engaging and we don't get feedback
    o Efforts to do these in metropolitan areas (ABQ & SF) but still not getting out to more rural areas
    o Collaborate with more atypical organizations, ex hospitals and using school bus routes

outdoor equity fund – due Aug 1
- Elena Kayak

Knowing our community
- Creating opportunities

Financial challenges in ee organizations – loss of revenue from program fees

EE in School

While there is hesitation to go outside due to covid, there is an increase in asks and wants for getting students to go outside

**Some asks for experts from certain environmental fields to be virtual visitors… it's easier to connect now due to fewer logistical barriers (travel, etc)
- Increase asks from teachers to join classrooms virtually and provide direct instruction
- NM Healthy soils working group
- Green Queen –
    o Hands on with kids – acknowledges needs of some kids who need to use senses and to move
- River source – able to provide instruction from different outiside places

Ecology school

Challenge
- Staff having to work from home and parent simulataenously – Great parent strain
- Visions of family life in the backgrounds

- Equipment and technology availability, esp in less populated areas
- Most programs for organizations have stopped so staff have to be creatively engage with people
- how can we be safe with each other outside
- how to keep presentations short and to the point
- attention span on line is short
- mental health of kids due to lack of in person engagement
  - wanting the kids to feel like they are still kits
  - negotiating the fine line between physical health (covid prevention) and mental health resulting from isolation
  - dramatic increase in useage of electronics

anecdotes
- for technology
  - put it away and take out hoses, pots, pans and other fun stuff and play outside with water and the resulting mayhem
  - Water is a great playmate
- Outside is a great therapy for mental health, but water specifically is fabulous
- *Blue Mind* recommended book

Positive outcome from COVID- forces us all to go outside and pay more attention to details

Opportunities we can draw on
Calling on kids who have challenges… involve them in conversations
Schools rethinking learning spaces – possibly include outdoors as learning spaces
- Have shade structures
- Outside doesn't have to be far away.
Teachers aren't trained to be outside doing EE
- There has to be leadership saying teachers have to be outside for parts of days
- Provide training and tools to teach and learn outside
NGSS standards alignment by non formal groups

Group 8

EE at Home after COVID

Nature sent us home to reflect

VISIONING!!! at HOME

EE at Home before... inequities seen in different education for different communities, people with privilege not recognizing those inequities.

Reflect and learn about nature around our hames and neighborhoods

bringing familes together, and neigborhoods!

each species adapts to it's specific environment= each community/school/state needs to be open to finding it's own specific and individual ways of meeting their own specific and individual needs.

getting little ones outside at an early age to help them begin to connect and feel comfortable outside.

OPPORTUNITIES: Different generations working together. Different voices being heard.

Creating self-guided experiences in nature

inequities in access

inequities are becoming more undeniable and blatantly obvious. hunger, homelessness, racial inequities in healthcare, environmental injustice,

new awakening to injustices around us and that we may be participating in

CHALLENGES: how to bring in other voices

How to ensure people have equitable access to technology?

disparities have been getting worse over the decades

Visitation to our parks has skyrocketed, resident fishing licenses have increased 60% from last year, mostly new outdoor recreationists

helping to educate those with privilege about their privilege

TRUE EQUITY COMES FROM INVOLVING EVERYONE

Access to technology challenge

more online communication: challenge and opportunity!

81% of the US population lives in an urban setting.

REDEFINING WHAT IT MEANS TO BE IN NATURE! connecting in all ways. back yards, school yards, urban gardens...

thinking around how to bring nature home

reclaiming weeds as beautiful plants!

Neighborhood Wildlife Viewing programs/opportunities

neighborhood nature watch. learning from neighbors. bringing community together. taking responsibility for your natural environment as a group. expanding understanding of neighbors to animals and plants!

Nature as a platform to connect us all to each other.

opportunity for self sufficiency in gardening

challenge: teaching people how to be more respectul of nature. opportunity: teaching people how to be more respectul of nature.

more people out in nature for the first time!

CHALLENGE: GREEN CEILING!!! equitable ACCESS to natural spaces for all communities.

gear libraries, supporting native communities in the recreational opportunities on their own lands to facilitate access.

more chances for self guided interactions with nature.

Colorado State Parks (13 of them) offer Agents of Discovery, an augmented reality app with self-guided, educational content

more realization over the importance of nature and it's affects on our over all health!

we have more time to reflect. (letting go a sense of urgency which doesn't have time for equity work)

working with limitations of online platform

Creating virtual field trip and other online learning resources and experiences

challenge: creating more outdoor spaces at school.

more learning outdoors!

More Acknowledgement of Indigenous ties to the land. designed by local tribes, signs at natural spaces to help frame that, also in Native languages.

learning from what's around you. school yard may only contain birds and bugs flying above. but that is a connection. also a starting point could be asking, why are there no bugs or birds. how can we change that?

free library passes for parks

ensuring that native libraries have the same free park passes! <3

Access to Lands: transportation

Opening up to Learning opportunities in all spaces, how do we help people to more deeply engage while they are out in nature. How can we facilitate learning from the land.

Creating a "mobile outdoor classroom" with popup tents, field guides, binoculars, hand lenses, etc. to help teachers (esp. from under-resourced schools) facilitate learning outdoors.

giving kids education that supports them becoming citizen scientists.

Green ceiling-addressing and taking action to remedy inequities in access to natural spaces for BIPOC.

miniature nature/natural history museums.

professional development for teachers around comfort with nature and outdoors and ee.

center history of the land beyond just the white history and experience. bringing in indigenous histories and perspectives.

gear libraries for cold weather gear.

how do we get people outside in the times of year when it could be too hot or too cold? (Per local environs)

more flexibility in working hours... could lead to more flexibility in school hours. school meets outside in the evenings when living things can survive outside here in NM! :P

embracing dusk and life after sunset. star parties, night listening parties. night vision camera opportunities? wildlife is often more active at this time.

MORE SHADE STRUCTURES FOR OUTDOOR MEETING IN HOT PLACES.

Group 9

I've noticed so much EE and schooling being shifted to the online space. A challenge here is lack of experiential (hands-on) activities

Materials are provided online so that students can explore and learn in their yard or a nearby park. Not all have access to those spaces.

How to Jamboard - https://bit.ly/3imD5w9

Economic development - pay people what their worth - engage in consultant work and other means of economic support in a time where covid has made funds very scarce and unreliable.

challenges - the socioeconomic disparities between races have evolved into a modern day monopoly protected by racism. this is our challenge.

EE at Home - What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

Access to reliable internet is a challenge for many communities, making virtual or online learning difficult or impossible

There is an opportunity to ensure access to greenspaces in all communities, this may mean creating greenspaces (rooftop gardens, i.e.) where they do not already exist

EE at Home - What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

responsiveness. I have seen communities stepping up and making a way out of no way - asset based theory and community organizing theory area few theoretical frameworks out of public health. Another

Opportunity: Sending things to homes where possible--birdhouses, plants, seeds

Opportunity to break the rules?

By rules, do you mean status quo?

Can materials be sent directly to students at home so they don't have to have access to computers or internet? I'm sure funding is an issue.

Online learning is really fraught with inequity because access to technology and the time to engage is not equal. Example: I have many students providing childcare for siblings.

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

There will be more grant opportunites!

How to Jamboard - https://bit.ly/3imD5w9

ECONOMIC need - how to engage people in EE/STEM-type careers. Giving them a trade but also helping them make their own living with these new skills.

"Outdoor Equity Fund" - New Mexico

States designating that outdoor spaces and programs are "safer" is an opportunity for us to push for our programs to re-open

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

CO: governor designating outdoor spaces as safer

TIME to join conversations like this. Connect with other communities we might not connect with otherwise.

Expanded approach to EE - more than just field trips... field trips don't translate into marketable job opportunities. How can we incorporate that more? e.g. learn electrical skills to install solar panels

There is an opportunity to ensure access to greenspaces in all communities, this may mean creating greenspaces (rooftop gardens, i.e.) where they do not already exist

Need = exposure, mentorships, seeing people who are doing well right now and connecting people with those businesses, entrepreneurship focus

Struggle to balance between "being a kid" and developing career-related skills

Challenge: a lot of youth are filling the front line jobs. Opportunity: can we open their eyes to other future possibilities?

Opportunity to include social-emotional learning in the classroom (virtual and in-person)

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

Interest in internships/apprenticeships. Challenge? Not necessarily for the business's sake; can be hard to convince them to take them on. Possible solutions? find other ways to pay the intern

Trauma-informed education practices will be even more vital moving forward

Provide internships and/or job training on a smaller scale so that students have exposure to these types of opportunities.

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

What will fall look like? Schools aren't interested in having that conversation, hard to book anything

means it's harder to focus on the higher levels of Maslow's hierarchy. Nature walks may be less of a glaring need than helping kids/young adults learn new skills. e.g. not just cross country skiing, but understanding snow pack, avalanche

School gardens which serve a multitude of opportunities for student and community support and building knowledge

Group 10

Due to COVID, outdoors is being seen more as a resource versus an option.

Expanding through Virtual means has allowed opening shifts in teaching at home and changing environments for students in diverse places

recycling programs in the cafeteria (TerraCycle;juice pouches, snack packages) before shutdown. Students & staff can continue this at home. Also, supporting use of reusable utensils rather than plastic, Cloth napkins rather

How to Jamboard – https://bit.ly/3imD5w9

EE at Home – What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

Challenge: access to technology and the internet at their homes. Now that school is over, many kids do not have access to computers or wi-fi

perception of outdoors as a resource

EE at Home – What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

provision of resources to allow outdoor learning to occur - jackets, hats, etc. addressing maslow's hierarchy of needs so students CAN learn outside

COVID-19 pandemic has brought to light many of these technological divides and inequity in access to learning tools

More opportunities to be outside: walking, gardening, hiking, biking. Pollution down because less travel by car.

opportunity to provide resources to families & school districts for outdoor learning opportunities for kids, as a part of distance learning assignments that aren't online

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

forcing us to reimagine what teaching looks like

maybe the outdoor classroom is the future!!! it's the route we have in a time of global pandemic. provides an opportunity for education reform: interdisciplinary and place-based learning

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

Remote teaching provides more opportunities for learning outdoors ("Go to your yard and listen and look for organisms")

How to Jamboard - https://bit.ly/3imD5w9

how to keep the momentum going with sustainable practices that are taught at school (ex. recycling)

making sure our EE is standards-aligned

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

connecting EE to what is taught in the curriculum to support teachers while they're trying to cram the same amount of information into shorter classroom time

responsibility of informal educators to support teachers, as well as families and students at home to turn their homes into classrooms

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

Group 11

challenge: being able to directly facilitate hands-on in the field

groups that traditionally reached students through school have to find other ways to reach students

When looking for make resources, you can't rely on kids having safe outdoor spaces

opportunities: helping kids and families with activities that help them engage with the flora/fauna in their yards, on their porches, in indoor/outdoor gardening

EE at Home - What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

Outdoor opportunities have become central opportunities for many people.

Challenge: School has been a way to reach kids whose families don't focus on the outdoors. We've lost a lot of that.

Reaching a new audience through virtual programming.

Creating EE activities for to go school lunches

Challenge: getting kids outdoors on field trips.

Centering EE in home spaces - not having to travel to a place to experience EE. (Outdoor gardening, urban bird watching, environment monitoring)

not all families feel safe outside

fieldtrips have been cancelled due to cover for the fall

Lots of online resources from diverse groups have become available

Opportunity: a fresh start for programming and planning with equity in mind.

more people are looking for outdoor activities

I believe teaching outdoors would help shorten the gap of outdoor access!

people are noticing nature in their neighborhoods that they didn't see before

EE at Home - What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

communities are the ones who have to work still during the crisis, are exposed more to the risk and have less time to be outside with their children - not speaking about that they often live in neighborhoods with

reframes how people look at their home environment

can we use this moment as a time to shift leadership mindset? that outside time is not wasted time

Activities (grilling, picnics) were transposed to other areas.

Development of new self-guided interpretive trails. Families can utilize these trails on their own time and in their own way.

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

communities are valuing outdoor spaces differently

use social media to help get messages across (how to care for area, plants, facilities)

Fieldtrips in our school system have been cancelled for the fall and kids are only going to attend school 2 days a week and not as a whole class which fragments and limits it

more and easier participation in community events because everyone can/has to do it from home

Outdoor staff is being utilized in different ways.

Leave No Trace Education/ Outdoor Ethics

A need to interact and honor nature.

Share more resources with communities prior to COVID

reach out to outdoor workforce- (farmers, wildlife, wood cutter)

There is an increased audience coming to the outdoors. We have to shift our thinking to who is coming out and why they are coming out.

Working with municipalities, local gov, etc. to reach new audiences

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

being outside seems safer than being indoors with other people at this time

new partnerships (city parks, official leaders) as everyone looks for new venues

Being outdoors is a human right! Reconnecting w/ nature

Virtual Camp Outs

Being virtual we have the opportunity to reach more people.

Who pays for the child care that was school time before? Is this how we get grants right now- shift the story a covid centered story?

representation of the community

More conversation about uses of local flora & fauna

Can EE community be a better support to teachers this year, if we can't reach as many students directly

expanding our focus from beyond ecology and sciences, into social emotional learning and literature, art, etc

Leadership mindshift needs to occur

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

smaller class sizes

Would love to see regular classroom teachers build in outdoor time into their days: not just for science, but walking & talking discussions, etc.

EE orgs can be educators available during remote learning when teachers are busy with other students

EE providers can train teachers about teaching outside

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

with field trips cancelled and hybrid online/in person school schedules, teachers are already reeling with how to fit it all in and get it all done

School as day care ... what will kids be doing and who will be watching them on "online learning days"? Maybe work with chilcare providers to focus on EE

EE organizations can reach a broader audience by using virtual teaching tools

Utilizing public parks/open spaces near schools to do "field trips"

Group 12

Increased health risks for people of color, native communities impact ability to even think about anything EE related

urban vs. rural communities. Technology disparities

How to work with diversity when you live in a community with limited diversity?

...parents to reconnect with their own children. As a teacher, parents asked me for ideas and I found myself advocating for them to go outside and explore their yards-what grows there, who lives there? Nature...

from in person to virtual which limits access for those who do not have internet, both a challenge in rural and urban areas in KS Getting outside has become more of an activity for children and family as COVID limited other...

Virtual opportunities can include those who haven't had access. Teachers and parents have had to adapt to different ways of teaching and learning, shifting responsibilities

Along with access to technology we have to consider access to technology education. If you have never used the technology before, it can be hard to access.

EE at Home - What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

The rules of power/access to power can have requirements of fundamental knowledge that is seen as implicit at times. This can cause gaps we don't always address.

lesson plans offers opportunity to learn things we may not have asked before. Such as, 'who else is a scientist' or 'who ...ies or teaches ...t the trees I see'? ...then researching ...r-know ...tists/environmen

Challenge: getting kids outside to learn and explore if the adults in their household don't have the time to go out with them, and others can't safely accompany their kids

What drives accountability and participation from different groups has shifted.

Solutions: multiple platforms to see participation (not just digital), improve infrastructure, universal broadband, innovative approaches EE

Opportunities for families to explore, map, and share findings about their homes and neighborhoods.

challenge of balancing a need to get out of the house and crowds during a pandemic

communities and EE organizations - a new connection to one another. We suddenly needed to work together. Great collaboration, innovation and resiliency. Pandemic highlighted wide disparities. Equity more central to

I keep thinking about families where parents are essential and/or cannot afford not to return to work and the lack of childcare that has typically been provided through school and community programs, summer camps, etc.

What would it mean to advance equity and keep virtual platforms....advocacy? broadband infrastructure? Strong EE support for classroom teachers.

Virtual platforms has provided new access that were not as widely available pre-Covid (conversations were opened to larger/broader audiences)

COVID has brought about a need for organizations to work together in our state and that's been a huge benefit for EE in our state

Virtual programs can be helpful IF paired with real sensory opps. Learn beyond the screen! Something outside to be meaningful. A screen tour can be supportive

Challenging to build community when people can't come together

Virtual tours of places allow us to bring far-flung places into our homes. Reduce the cost of travel if we can get parties access.

Building empathy through authentic programs

opportunity for us to think much more locally-where can children and adults spend time outdoors without using a car or bus? What is available in your own yard and neighborhood? We don't need to go far to learn about a the

Community organizations (E.g land trust) - virtual tours, smaller events, provide access to conserved land, free and open spaces, partner with EE providers, opps for new partnerships

Reduced program opps. E.g., CO outdoor opps have stopped. Some moved to virtual space

The whole issue of access, it feels very much like we don't have a good feel for those who are limited, no inventory of the opportunities or assessment of equity in access.

More interactions among neighbors - if neighbors include young children, these youth are included as well. Best available outside space is sometimes backyard, but some families don't have backyards

I hope zoom continues-I love it

available space at school varies. concrete playgrounds . weather can be a challenge.

NAAEE worked with state EE organizations to develop this amazing eeGuidance and it falls in line with what Audrey is saying: https://naaee.org/eepro/blog/introducing-eeguidance-reopening-schools

outsiders (EE org), bring something to the school yard. Teachers are going to be so stressed to meet NGSS, hybrid model. Opp for EE-school collaborations. EE easiest way to integrate all subject matters. EE can model

More connections - nothing stopping us from doing this before but we didn't think of it. I hope it continues

Virtual world help equalize opps for various voices to be heard. Valuable tool to continue to use

If ever there was an opp to promote outdoor EE, this is it! How to social distance in school without more space, funds and staff? Great opp for EE to be part of solution. How to facilitate this shift?

EE org had to switch things up quickly for covid. Pandemic forced quick changes. some org expressed enthusiasm to pursue these newly created opps to diversify options

Available walk-able public spaces are variable. Start inventory of public and private spaces available to schools. ID "nature deserts" - push policy for making spaces available

Trust for Public Lands may have tool to identify public spaces and areas that could be converted.

through virtual opps and onsite outdoor space. Teachers are not always comfortable teaching outside. Co-teach outdoors (formal and informal educators) - any support for teachers right now would be amazing! Amazing opps to tap

CO surrounded by open space but nothing organized. If available, something not accessible to everyone (fees, disability-friendly)

If you could re-imagine/re-create/re-build EE for the future, how would you briefly describe this new world?

Intentionally create 3 way partnerships - EE, school, land trust

covid?

Hybrid model demands on parents who need to become teachers at home. Lots of at home lessons require parent involvement. We wants kids outside and hands on but require parents to participate - not always possible.

The future is unpredictable. Any relationships/partnerships built during Covid worth keeping and growing

inclusion equity and challenge

Integrated project based real world learning

explore your space

a safe and inclusive place for exploration and critical thinking

Group 13

Margarita - stepping stones

Margarita – opportunity – spotlight on uneven access to technology and connectivity

Challenges – transportation, safe access to the outdoors, focus on basic needs

Margarita – opportunities – community/home food gardens

Allison-Inclusiveness

How to Jamboard – https://bit.ly/3imD5w9

opportunities for greater focus on place-based learning, family engagement/involvement

vastly different scenarios re: parents/adults working

Margarita – opportunity to bring Issue Investigation and Action to the home and neighborhood.

Lack of access to in person facilitation in outdoors. May not have access to adult mentors in outdoor experiences

tools/resources for parents or others not versed in EE to use continue learning - reconsider who the 'experts' are

EE at Home - What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

EE at Home - What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

To touch on Parker's talk - hierarchy of needs not being met. Access to school lunch impacted, safety and security fears

Opportunity - shift in focus onto BIPOC leaders/voices in the environmental space.

What can we do with very little materials? that could happen anywhere? any time, not rely on internet access, not need a lot of space

env is all around - not just pristine and untouched - built and living. reconsider the framing of this

shifts in who the practitioners are

Challenges - lack of access to technology to support at home learning. # of devices at home, access to internet

assumptions of access to internet – the added overlay of technology and transition of programs online

at-home/close-to-home exploration

Already - Opps - more at home garden curriculum, student autonomy, taking advantage of outside spaces for learning

Challenges - needing physical materials (expense & distribution), access to physical spaces, internet for educator guidance

Robin - fair access

Kira - Relevance

Tess - soil

Challenge: disproportionate impacts of closures of parks/playgrounds/public spaces

challenge - varying degrees of experiencing safety to be out in community

school garden was re-purposed to grow food available to community for free

hyper-localized community efforts

predominately white orgs intentionally lifting up BIOPC voices. stepping back when there are other groups who can take the lead

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

opportunity reframe the dilemma from 'why aren't they showing up' to one of 'what barriers have we created that limit participation'

mutual aid efforts - opportunity for needs and offerings/take inventory of the assets within the community

+++++ this^

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

Connections between environment/climate change and social/racial justice being more solidified in the main stream conversation

opportunity for EE community to stand in solidarity with Black and brown communities and show up as an active listener, learner to their events or for their endeavors

expectations have elevated - organizations cant get away with not addressing equity. Especially at the national and international org level - Orgs are being held accountable to their work.

Employees and audiences are asking the tough questions and expecting impactful, authentic involvement

Staffing becomes really challenging when staff is impacted by COVID. Field staff can feel exposed and have additional stress and anxiety due to working with public/students etc.

opportunity: working with libraries and other community orgs that also/already have an equity lens

EE was not taught in spring. Schools focused on core subjects

Opportunity (transportation costs rising): develop programs where students and teachers can investigate their own school yards.

resource overload is real – for parents and teachers

educators are already looking to the outdoors as a way to reduce reliance on technology during remote learning

Providing programming at schools eliminated busing cost issues and allows more teachers to participate.

How to Jamboard – https://bit.ly/3imD5w9

Advocating for EE requirements in schools to better prepare students and families for crises like covid and climate change

can we use the outdoors, the environment to accomplish those core subjects. if we weave it in and help the teachers do it

We have been asked to create video lessons.

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

can support classroom teachers - make it as easy as possible for them to adjust to different way of doing math, etc. Bring our outdoor interdisciplinary expertise to them, whether we run it or provide materials, can offer virtual office

If schools prioritize math and english, finding ways to integrate EE content into those lessons

opportunity to create resources/curricula that is accessible to diverse ability levels, languages, tech access, etc

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

opportunity to increase youth leadership and voice - direct representation in decision making processes/bodies. also opportunity to engage with families about their needs/experiences through this - shift power to 'participants'

in many cases, outdoor spaces are safer for covid. how to make sure students feel safe outdoors, comfortable, have jackets, etc. also physical ability accommodations

Conversations about teacher pay/covid protection. Addressing inequities for the adults in the schools as well as the students

visitors allowed at schools has required creativity in developing digital resources to address EE concepts. It is challenging to value digital programming financially compared to field trip programs which has impacts on

Using COVID as a jumping point to connect with other ee advocacy. ex. increasing outdoor classrooms as a way to safely return

opportunity: schools are in crisis mode and open to visionary ideas! (challenge: how to keep planning inclusive while under pressure)

Group 14

EE at Home – What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

access to greenspace near home/ transportation

challenging finding ways to engage the community

access to virtual activities are different depending on circumstance

kits – handout activity kits

targeted outreach to communities that haven't received education before

language – bilingual is important

social media

EE at Home – What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

curriculum development to nonprofits

it has exposed where inequality issues are

virtual programs that people can access from home

creating employment opportunities

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

every community event cancelled which is difficult for childcare

we can use our power to make change

public art in the park

Funds/campaigns

community games, clever ways to engage people in the outdoors

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

larger desire to be outside

pre-recording activities aren't as engaging

access to bathrooms is difficult

meal boxes for families

trying to make community garden able to produce year round food support

safe public event

have to limit program size because of safety

if fundamental human needs are not meant how can we deliver our programming?

programming needs to be trauma-informed

community educators network

music camp in park

finding new places for conduits for community

mutual aid network

birding program - six feet apart

online resource for teachers

reach out to teachers - to ask how to help? (outdoor classrooms) Not having field trips is horrible so potential for virtual field trips

no more field trips!

houselessness is increasing

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

not being able to go into school systems

teachers are overwhelmed with knowing how to prepare

speaking up – it is a humanitarian issue

combining services and breaking down silos

students who present are more engaging

explaining equity in public space

online toolkits

learning history of places

reaching out to teachers

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

students will drop out of education - need to figure out how to engage them

Land acknowledgment

studying history of public spaces and public lands

helping students talk about equity (book club article discussion)

Group 15

EE at Home - What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

how can we have access to internet? 1. bus internet is one solution. but it is hard indeed. although there are some communities that provided internet.

How to Jamboard - https://bit.ly/3imD5w9

EE at Home - What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

We get to have these conversations. having an opportunity to connect through technology. a con: we have A LOT of work to access technology and having reliable internet.

what opportunities can be applied? keeping it in that forefront. thinking of ways that are alternatives to having internet access. figuring out other ways that is accessible

How to improve internet access is rural areas? I know there was some movement at the federal level a few years ago to get broadband into rural areas, but I haven't heard anything about it lately.

library backpacks resources for outside activities

a lot of teachers had zero time to transition ... to virtual school learning ... but how to train teachers in offering interactive on-line learning ... versus just throwing up scaned documents... and where to go to see EE resources to use

it's hard to provide something not everyone will access.

STEM backpacks, Nature Discovery backpacks checked out from library -- what a good idea!

food insecurity... there is a lot going on with farms ... and taking their unused produce to needing families or food banks ... in ny https://nourishnewyork.org/

what other ways to provide opportunities? ... food distribution sites, homework distribution... so not just internet

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

"we need to make sure we are being supportive of anyone and everyone

more challenges: for example with camps - lots of camp games involve touching, being close..... a challenge is definitely being close. there's an opportunity is recognizing but a challenge in accepting it

challenges: not having tools. it's hard to maintain the cleanness

"How to" Jamboard - https://bit.ly/3imD5w9

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

because so much things are hands on, a lot of bushiness are closing. "how do we relearn how to do things" , "how do we make everything safe"

shifted opportunities: there's a lot more people using farms.

"taking a quiet moment to literally and figuratively breath"

what opportunities can be applied? - the backpack program is one of the ways. a nice substitute for summer camps

what opportunities can be applied? - there are "brain support mornings" an opportunity to connect with a group of people. its coming together during time of shared unknown

how to do hands-off experiential education (hands-off hands-on?)

what opportunities can be applied? - "what can we do to foster connections when its lacking?" its important to take that moment to breath with each other and express gratitude with people

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

Lawerence Hall of Sci report on COVID ee https://www.lawrence hallofscience.org/abo ut/newsroom/press_re leases/environmental- outdoors-edu-threate ned-covid

https://www.nuestra-t ierra.org/outdoor-equi ty-fund-2 NM Equity Outdoors Fund

NYS funding transportion grant ... reimbursment program https://parks.ny.gov/gr ants/grant-programs.a spx

How to Jamboard - https://bit.ly/3imD5w9

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

pros on shifts because of COVID - teachers spend more time on science and go outside. this can be opportunity to include outdoor education moreover doing things the right way

what has shifted as a result of COVID? - school, community and home are interconnected. you can't speak of school without the community and home

https://parks.ny.gov/gr ants/grant-programs.a spx NYS Rembmuresment transportant grant program

NM: not in class when it is super hot as much as possible.

Not just winter... but the seasons... whether it is rainy v heat v winter

what has shifted because of COVID - we can now work with these things. other cons are funding and following guidelines

another challenge - covid itself. it is limiting a lot outdoors activities and even just activities in general. cases are only rising

some schools had more EE coming in ... or kids going to them this school year that ended but with added changes & precautions might add to that

opportunities: "outdoor equitable fund" (see NM link)

smaller audience due to restrictions

FEAR

Basic Needs: Food, Mental Health Resources, etc.

EE at Home - What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

raising awareness of a different environment; greater interest in the outdoors

Colorado wanting people to stay in their own communities

EE at Home - What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

internet access makes it harder to engage

"How to" Jamboard – https://bit.ly/3imD5w9

harder to reach an audience

growing/planting in your own setting with window sill gardens

mental health resource availability is CRITICAL

EE in COMMUNITY – What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

Museums and cultural centers closed. Families aren't able to interact with those spaces.

A lot more people out experiencing nature, which gives opps. to put info in interp kiosks for people to see.

Lack of translation into languages outside of English, which is a barrier – even for rules and regulations in outdoor spaces. People could have a negative experience, not true inclusivity in public spaces.

A lot more people outside, walking dogs, opportunities to meet neighbors. Important to get outside during pandemic.

More virtual workshops and meetings allow for interacting with people all over the US and the world.

People continue to explore being connected virtually.

Sense of place, being more aware of even small details in our immediate outdoors, being present. Sharing experiences with neighbors.

Reaching your audience has changed within the community.

People who don't speak English are being left out of outdoor experiences. It can also be dangerous. Could use a universal format like pictures.

How to Jamboard – https://b̶i̶t̶.̶l̶y̶/̶3̶i̶m̶D̶5̶w̶9̶

Money is a challenge. What are opportunities to reallocate, find, etc.? How to create that opportunity? How do we make sure funding is not cut for these important things?

For trails, nature walks, etc.- be sure to employ those who speak more languages so more people can partake in that activity.

Hire a translator, make permits in different languages, think about using imagery instead of words.

Find ways to convince our organizations and administrators of the importance of equitable actions.

EE in COMMUNITY – What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

Learn another language to be more inclusive and equitable! In the education system in the US, but maybe also for environmental educators?

Examining the narrative of EE and finding more ways to be inclusive and celebrate those who are already doing the work but don't fit the assumed narrative.

Logistics for teachers/classrooms.

Dramatic shift in secondary schools. Teachers encouraged to engage virtually in an outdoor space. Temps, trail closures, halted most EE during last 3 months of pandemic.

Trying to encourage families to use what they have in their space to explore, make observations, do science.

Youth at home get to explore their outdoors more. Maybe more focus on this in the future?

A lot of schools have less immediate access to outdoor spaces, and would have to take a bus. How to make this more equitable?

Political voices, talk to elected officials, and work can be done at municipal level at city council, school board, etc.

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

Will there be a larger emphasis on outdoor ed moving forward? Having young people in classrooms/schools together will be challenging. More space outdoors, and learning opportunities.

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

Finding new ways to make EE field trips virtual, but to keep them engaging and meet goals. This is an added pressure on educators, in classrooms or in non-formal formats.

Don't want to give students a sense of false hope on when we are coming back?

Not being able to communicated directly to colleagues make it hard for planning, relationship building, etc.

Money is a barrier, to be able to buy individual supplies for each students is challenging.

Opportunity for innovation! How we share resources, how we engage different learners. Working from home = people can meet their needs. How to keep young people engaged with distractions from home, and also different learners.

Future planning - will we been in classroom or virtual? Need clarity. How long will things need to be virtual? How far out should we plan?

Group 17

I gave my students a nature challenge to get outdoors and keep a nature journal

Hi

both urban and rural areas have challenges that impede access to EE. Urban homes may not have access to green space, rural homes may not have access to tech and resources

We have had to reduce program size 30% and implement a Covid-surcharge : (: (

How to Jamboard – https://bit.ly/3imD5w9

Have delved into increasing diversity in our read-aloud books

"Less screen time, more green time"

drawing things, learning about plants, doing it right at home

100% outdoor program for early childhood went 100% virtual

EE at Home - What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

we've had a HUGE increase from new parents who want to enroll in our tiny but growing program

Shift to online workshops---> online accessibilty

A group of NM nonprofits collaborating to provide activities for students at home; and then working with schools to deliver those materials to students across NM https://www.nmmesa.org/resources/

- providing virtual platform for student and teachers form home, from teacher to students at home

EE at Home - What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

engagement online is super difficult, how to keep students engaged and bring the interpersonal connections into online platforms is important to look at

Professional development went virtual - this is #3, #4 is next week

financial issues to deal with

challenge of engaging parents in student's education that might be necessary during this pandemic, parents have to work, may not have time

struggles of working/studying from home, there's sometimes a lack of motivation at home and difficult to be productive at home as well

Working a heck of a lot more with collaborating on shared google docs, sheets, forms

risk management is a HUGE factor to think about when bringing in new programs and restarting school and community organizations

engaging students, parents, mentors equally, how to make sure everyone has access to resources and materials

bring resources to the students instead of bring students to the resources

loss of community/public transportation puts roadblocks on lots of programs

responsibility and risk management that community needs to consider

How to Jamboard - https://bit.ly/3imD5w9

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

Covid has amplified the lack of equity in every segment of society. - education, technology, healthcare, income, etc etc etc

loss of physical presence- hard to deal with

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

lots of community programs are shut down right now, lots of camps that have EE can't run right now so there's a loss of resource here

need for funding for community projects to provide resources to kids and families

Shift - more value being placed on outdoor education models

having transparency with regulations and policy and exposure, etc

ensuring available testing once community begins to open up is hard for small organizations

Having youth create their own heroes that don't have to fit in models of societal constructs

teachers have such a special connection with students and there needs to be mindfulness and representation

administrators play a huge role in school environments, they can push for more change and really lead the way but they can also be the roadblock that prevents further growth

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

expanding the variety of books, songs, and literature so that students can see the experiences, histories and backgrounds of different people

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

there's needs to be better representation in teachers and educators in schools

teachers, educators and administrators need to assess their own implicit bias

COVID 19 and climate change both heavily expose the racial and social inequities in our society

need for transparency between schools and parents/students

when administration in a school setting doesn't allow for growth and if very traditional, it's important to support and give power to youth for them to lead their own initiatives

looking at different ways to push for change in an institution that seems to be stuck in place of reluctant to look more at equity

how different age groups require different types of learning, both online and after COVID-19, different age groups have different needs for how to absorb EE

projects that involve creating little packages that have materials for different projects and sending them to students so they can learn from home

Group 18

More time in one place to see changes in the environment over time

A renewed ability to connect with local places.

Perhaps some families get to learn together outdoors.

Opportunity - increased visitors to parks, Challenge - lack of facilities open, knowledge about places

What can be applied across all languages, etc - pure being in a place (observation), can cut across those barriers

Parents need support to implement the lessons, such as essential questions to ask etc.

EE at Home - What has already shifted for EE at Home as a result of COVID? What challenges and opportunities have come from those shifts?

The Indigenous families get to teach their children in their cultural ways instead of assimilated ways of public schools.

EE at Home - What opportunities, centered in equity, can be applied to support EE at Home coming out of COVID?

Ability to center young people's lived experiences

Home environments can be different. I think about increases in domestic violence. I think about increased connection.

Challenge: inability to get basic information to communities because of language barriers and uncertainty

Students services were over extended from school - translated into a fear of being outdoors and students not going outside

Amplifying recent social media movements such as Black Birders Week...check out the @hood_naturalist on Instagram.
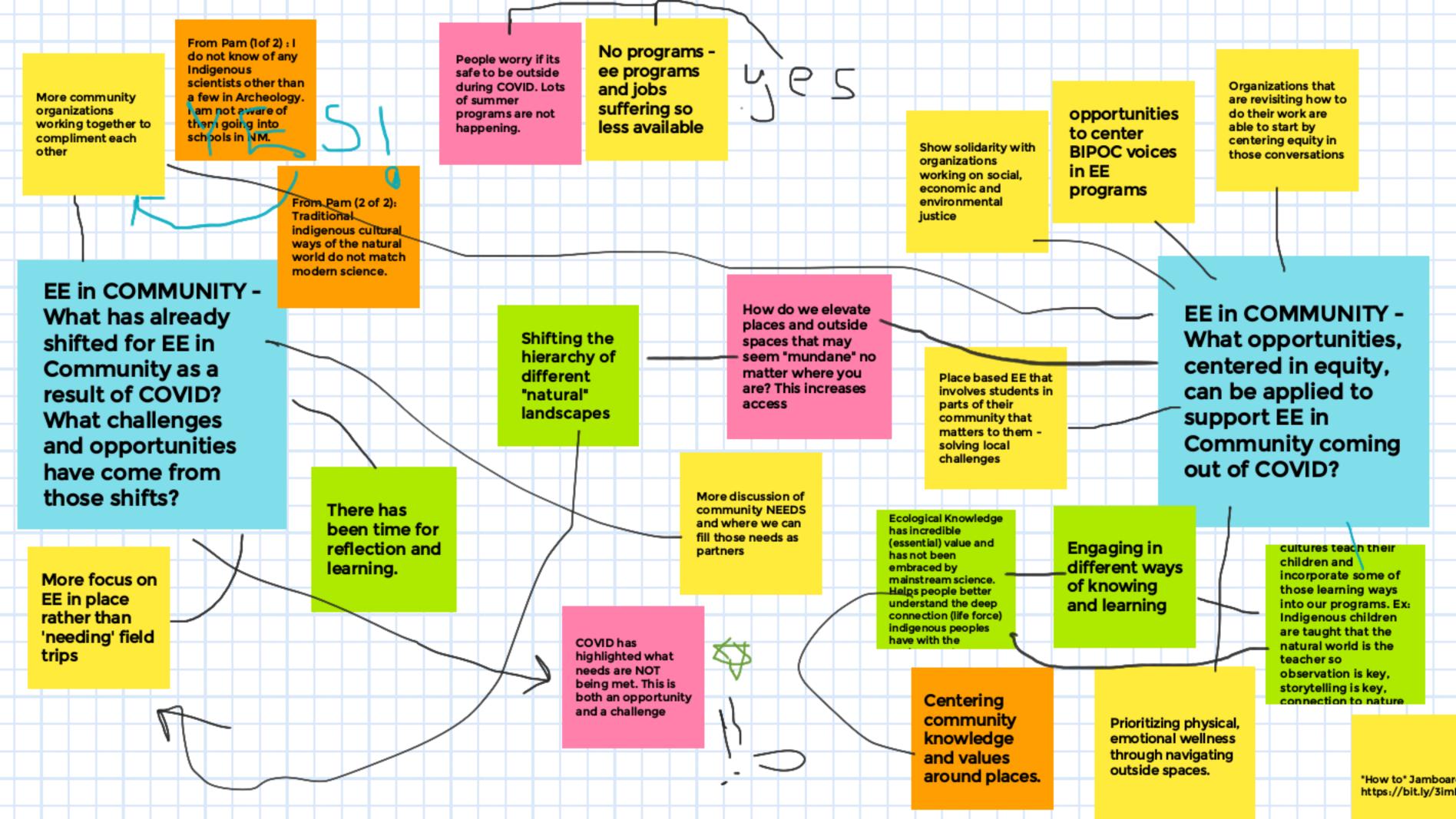
Opportunity to decrease screen time

Utilizing community experts (ex: non-profit Skype a Scientist network) to facilitate Q&A virtual conversations with BIPOC scientists working in their fields. To have student's complex identities to be reflected.

"How to" Jamboard - https://bit.ly/3imD5w9

More community organizations working together to compliment each other

From Pam (1of 2) : I do not know of any Indigenous scientists other than a few in Archeology. I am not aware of them going into schools in NM.

People worry if its safe to be outside during COVID. Lots of summer programs are not happening.

No programs - ee programs and jobs suffering so less available

yes

Organizations that are revisiting how to do their work are able to start by centering equity in those conversations

Show solidarity with organizations working on social, economic and environmental justice

opportunities to center BIPOC voices in EE programs

From Pam (2 of 2): Traditional indigenous cultural ways of the natural world do not match modern science.

EE in COMMUNITY - What has already shifted for EE in Community as a result of COVID? What challenges and opportunities have come from those shifts?

Shifting the hierarchy of different "natural" landscapes

How do we elevate places and outside spaces that may seem "mundane" no matter where you are? This increases access

Place based EE that involves students in parts of their community that matters to them - solving local challenges

EE in COMMUNITY - What opportunities, centered in equity, can be applied to support EE in Community coming out of COVID?

There has been time for reflection and learning.

More discussion of community NEEDS and where we can fill those needs as partners

Ecological Knowledge has incredible (essential) value and has not been embraced by mainstream science. Helps people better understand the deep connection (life force) indigenous peoples have with the

Engaging in different ways of knowing and learning

cultures teach their children and incorporate some of those learning ways into our programs. Ex: Indigenous children are taught that the natural world is the teacher so observation is key, storytelling is key, connection to nature

More focus on EE in place rather than 'needing' field trips

COVID has highlighted what needs are NOT being met. This is both an opportunity and a challenge

Centering community knowledge and values around places.

Prioritizing physical, emotional wellness through navigating outside spaces.

"How to" Jamboar
https://bit.ly/3im

Some schools are going strictly going to be in the classroom all day no outside at all.

Awareness of equity issues. E.g. in NM 20% of population doesn't have access to internet.

EE as a grounding force to help address trauma

Shifting towards a pedagogy that supports social and emotional learning

Thinking about ways to shift education practices: https://ctl.oregonstate.edu/sites/ctl.oregonstate.edu/files/stop_talking_final.pdf

Connections of language and culture to the environment as a shared experience

EE at School - What has already shifted for EE at School as a result of COVID? What challenges and opportunities have come from those shifts?

Hard to get discussions and interactions going synchronously so people are often experiencing *individually* (opportunities/challenges for students)

Using NGSS to support equity and justice in science education.

EE at SCHOOL - What opportunities, centered in equity, can be applied to support EE at School coming out of COVID?

Needing to rethink all curriculum delivery so more of a shift towards interdisciplinary learning (including EE)

Virtual tours instead of field trips. Not the best thing but better than not at all.

Schools (that I have heard of) are shifting to mixed online instruction and/or "pods" of students who stay together all day - opportunity to get people outdoors to make it 'safer'

Educating yourself about who the people are in the program

Intersectionality being centered in the work we do

Connecting North American indigenous knowing to international cultures ways of knowing