

## Every Kid Every Day Every Way: *Developing The Messages*



### ***Developing and Tailoring the Messages: Who are our Audiences?***

Developing the language was key to its success. EENM Fellows reviewed specific language from the [North American Association for Environmental Education](#) (NAAEE) communication toolkit as well as a [Framing Guide: How to Tell a More Effective Story for Environmental Education](#) to help support these messages. These outdoor and environmental learning framing recommendations were developed by the strong partnership between [Environmental Education of New Mexico](#) (EENM) and [Colorado Alliance for Environmental Education](#) (CAEE) as well as several other supporting organizations.

Who are the messengers? YOU ARE!!

Students, parents, teachers, administrators, policymakers, funders, and anyone who wants to grow opportunities for outdoor and environmental education will be the best messengers to communicate these needs. The momentum starts with YOU.

Who are we talking to? *Including our Audiences in the Messages:* To help create bridges for opportunities, conversations, and partnerships to grow outdoor and environmental learning for every student, these messages are intended for parents, teachers, community members, administrators, funders, policymakers, and state representatives.

### ***Incorporating Justice, Equity, Diversity, Inclusion, and Accessibility (JEDIA) into the Messaging***

When coming up with the messages, the fellows spent time thinking about how these messages would not only support the recommendations of [Every Kid Every Day Every Way](#), but how they would reflect the different communities across the state. It was important to spend time to make sure these messages incorporated JEDIA for the benefit of all New Mexico kids.

The fellows incorporated specific language to help reach communities of Black, Indigenous, and People of Color (BIPOC) as well as low-income families and all under-resourced youth. They incorporated intentional language tailored to different audiences to appeal to all learners, especially those currently experiencing the biggest disparities. They discussed creating a language that would bring people closer to knowing and understanding the land and our connection to it. These messages could be used to collaborate and engage with one another, increasing opportunities for cooperation. They are intended to create bridges so everyone can access and benefit from the recommendations and the messages behind them.

### ***Ways these messages can align with the needs of New Mexico's Communities***

The fellows spent time reflecting on the various ways this messaging could align with different geographic regions and communities across the state. They developed ideas on how to grow a common language to reach different audiences so teachers could support other local teachers and families could support other local families. This would help create self-sustainability and align the teachers with what they need to help develop their outdoor spaces that best suits their needs.

We hope that with increased support and communication in different geographic regions and communities across the state, we could now start to find solutions for enhancing the health of communities, create more small networks and communities of practice within different areas, and bring in and even grow tourism efforts in smaller, rural regions.

