



Think Outside at the 2017 Outdoor Learning Symposium

Friday, October 20, 2017 • Southwest Atlanta Christian Academy, Atlanta

The Council Of Outdoor Learning (COOL) proudly presents "Think Outside" at the [2017 Outdoor Learning Symposium](#) (OLS). The conference takes place on Friday, October 20, 2017 at the Southwest Atlanta Christian Academy in Atlanta, Georgia. The cost is \$35 for members of the Environmental Education Alliance of Georgia and \$60 for non-members, which includes a one year membership to EEA.

OLS is an annual fall event intended for private and public school teachers, school volunteers, youth organization leaders, resource agency educators, nature center instructors, camp counselors, and all interested professionals and volunteers from across the state. OLS provides attendees opportunities for networking and sharing outdoor teaching lessons and strategies for taking students outside the classroom. This years will provide sessions on evaluating your outdoor programs, Georgia's natural communities, lichen, social sciences in the outdoor classroom, Georgia's climate, and much more. Registration begins at 8:00am followed by age-oriented outdoor learning sessions, networking opportunities, and lunch provided by local chefs.

[Registration is now open.](#) Please join us!

Notable About OLS 2017

- Southwest Atlanta Christian Academy is a school with a growing, successful outdoor learning area and program.
- Each session is targeted at a distinct grade level: elementary school, middle school, and high school.
- Sessions on basic content knowledge are offered along with sessions on innovations, techniques, and strategies.

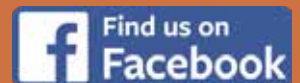
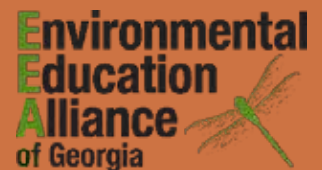
Rafting Opportunity!

Educators attending the Symposium will have the opportunity to sign up for a free "Introduction to the Chattahoochee River Corridor for Educators" raft trip. This is not a raffle; each person who signs up for a river corridor experience will be afforded opportunities to participate in June and July 2018. These fun and informative raft trips will be led by Ranger Jerry Hightower of the National Park Service and NPS volunteer master naturalists. Rafting trips will be available to Outdoor Learning Symposium attendees only.

Register today for the 2017 Outdoor Learning Symposium at
www.eealliance.org/outdoor-learning-symposium.
Read more about the Symposium on page 2.

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COUNCIL OF OUTDOOR LEARNING

THE COUNCIL OF OUTDOOR LEARNING PRESENTS:

Think Outside

at the

2017 OUTDOOR LEARNING SYMPOSIUM

Friday, October 20, 2017

Southwest Atlanta Christian Academy, Atlanta

Register today!

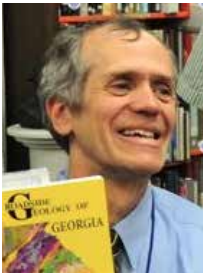
\$35 for EEA members and \$60 for non-members

www.eealliance.org



This year's Symposium will provide sessions on evaluating your outdoor programs, Georgia's natural communities, lichens, social sciences in the outdoor classroom, Georgia's climate, and much more.

2017 Speakers at a Glance:



THINK OUTSIDE YOUR LIFESPAN: GEORGIA'S CLIMATE

Bill Witherspoon, Georgia Geological Society

Today's rapid climate change, a challenge to Georgia's plants and animals, is part of a longer-term picture. Learn why the Arctic went from a habitat for alligators to one for polar bears over the past 50 million years, and how these changes shaped the landscapes and biodiversity of Georgia. Gain perspective on present and upcoming changes, driven by the burning of fossil fuels.

THE MILKWEED PROJECT

Jackie Sherry, Dunwoody Nature Center

The Dunwoody Nature Center has partnered with several elementary schools in the Atlanta area to raise awareness and help protect the Monarch butterfly. We have developed a curriculum spanning the entire school year with various lessons on harvesting and growing milkweed seeds, planting a pollinator garden, and monitoring the garden for Monarch eggs, caterpillars, and butterflies. The Dunwoody Nature Center will share the various lessons with the attendees along with supplemental resources that are helpful when using these lessons.



LOTS OF LESSONS LEARNED WITH LICHENS

Malcolm Hodges, The Nature Conservancy

So many aspects of biology and ecology can be taught using lichens as subjects, besides symbiosis. Adaptation, biodiversity, pollution tolerance, systematics, reproductive strategies and more. They are also one of the most accessible groups of organisms in the outdoor classroom. We'll talk some lichen basics, and discuss the various ways they can be looked at and used as teaching tools.

THROUGH THE EYES OF THE NATIVE AMERICANS

Mark Warren, Medicine Bow

A study of historical uses of plants as foods, medicines, and craft materials, as practiced by the native people of the Southeast. How did early people learn to make use of plants? Which uses are safe for modern educators to share with children? This approach to nature study is designed to turn a commonly known landscape (the schoolyard or wooded lot next door) and its familiar components (weeds, bark, leaves, seeds) into jewels of surprise and enterprise.



INTRODUCING "GETTING LITTLE FEET WET!"

Jo Adang & Monica Kilpatrick, Georgia Project WET and River of Words

Join Jo and Monica for a fun-filled session showcasing the latest Project WET publication, *Getting Little Feet WET*, Project WET's Early Childhood Education Guide. Developed specifically for educators working with young learners (ages 3-6) and in coordination with early childhood experts, the Guide contains several interactive, hands-on activities for exploring different aspects of water. Copies of the guide will be available for \$15 each during the session.

2018 EEA Annual Conference Call for Proposals Now Open!

Here's your chance to present at EEA's 2018 Annual Conference

YOU ARE INVITED to share your expertise and passion with the EE community at the 2018 Environmental Education Alliance of Georgia annual conference! The conference takes place March 2-4, 2018 at Unicoi State Park & Lodge in Helen, Georgia, and we hope that you join us as we explore this year's theme: Bird's-Eye view: Soaring Beyond the Backyard.

The Call for Proposals for concurrent sessions and the research symposium are now open and will close on Wednesday, October 25, 2017. We encourage you to submit your proposal as early as possible because as soon as a proposal is accepted, you are given the ability to select from the available presentation times. You may submit more than one proposal.

Research Symposium - Friday, March 2, 2018

The research symposium is an opportunity for undergraduate, graduate, and professional researchers to share their projects with the EE community. Research symposium presentations should be related to either environmental education research or environmental science research. Presentations will be twenty minutes in length and should include time to answer questions and a powerpoint presentation.

Concurrent Sessions - Saturday, March 3, 2018

All sessions should relate to our theme of using local issues as a springboard to explore global impacts, or involve technology or innovations in environmental education. Short sessions are one hour in length, and long sessions are two hours. This should include time to answer questions from your participants.

Submit a session proposal at the www.eealliance.org/annual-conference.



BIRD'S-EYE VIEW SOARING BEYOND THE BACKYARD

Make a positive impact, locally and globally, by giving your lessons a bird's-eye view. Learn about new innovations to bring technology into your classroom and outdoors.

WWW.EEALLIANCE.ORG

Conserving Wildlife Habitat is “Duck Soup”

by **Melanie Furr**
Atlanta Audubon Society
EEA Volunteer Management Chair

In August, my friend Jeff, a naturalist for Henry County Water Authority (HCWA), invited me to tag along for a wood duck banding project—with the advice to bring along a headlamp and muck boots. Not one to pass up an opportunity to get close to wildlife, I jumped at the chance. On the appointed date, I met Jeff at a gas station in McDonough at 9:00 PM, along with another HCWA employee and Greg Balkom, State Waterfowl Biologist for the Wildlife Resources Division of the Georgia Department of Natural Resources (DNR). We then drove to one of the three banding sites operated by HCWA where we took a “gator” down a dirt road to the wetlands and climbed in a rowboat. Boots and headlamps on, we rowed out to the trap. Being in the dark surrounded by water and the deafening calls of insects and frogs was a bit otherworldly, but I quickly snapped into action mode as we approached the panicked ducks in our headlamps.



Wood duck (Aix sponsa). Photo credit: Melanie Furr

A lot of preparation and hard work goes into HCWA's wood duck banding efforts, a conservation project started in 2007 on its reservoirs and wetlands. Each summer from July through September, bait sites are chosen, and traps and cameras are set up and monitored for several days before banding starts. Lured by corn, the ducks get used to entering and exiting the traps freely through funnels, but on banding day, their exit is sealed. (According to Jeff, some ducks think the good eating is worth being caught more than once!) No time was wasted as we stepped into the water up to the tops of our boots to start the banding process. Jeff removed the birds from the trap and let me hold them while Greg banded them, noting the age and sex of each bird, as well as band numbers of any recaptured birds. Seeing the exquisite details on these striking ducks up close was amazing. According to Jeff, birds banded by HCWA have turned up as far away as Minnesota. Conversely, birds banded in every state in the Atlantic and Mississippi flyways have turned up in Georgia. Wood duck banding data helps the U.S. Fish and Wildlife Service better manage waterfowl resources and protect vital habitat.

We're lucky to have a healthy population of both resident and migratory wood ducks in Georgia today, but in the early twentieth century, they were on the verge of extinction, a result of habitat loss and overhunting for food, sport, and trade. In fact, many waterfowl populations were so depleted that federal action was needed to protect them. The Migratory Birds Treaty Act of 1918 banned unregulated hunting, but waterfowl numbers didn't recover in the ensuing decade. By the 1930s, they were down to historic lows. In 1934, Congress passed the Migratory Bird Hunting Stamp Act, commonly known as the “Duck Stamp Act.” Initiated by Ding Darling, environmentalist, political commentator, and founder of the National Wildlife Federation, the Duck Stamp Act requires waterfowl hunters to buy a “duck stamp.” Revenue from the stamp is used to purchase or lease lands for inclusion in the National Wildlife Refuge System, benefitting not just ducks and geese, but countless other birds and wildlife. Artist that he was, Darling designed the first stamp, featuring the most recognized of all ducks, the mallard, but for future stamps, he encouraged wildlife artists across the country to submit paintings. The first annual Federal Duck Stamp Art Contest was held in 1949. The only art contest incorporated into U.S. legislation, it continues to connect conservation and the arts to benefit wildlife. (Youth can compete in Junior Duck Stamp Art Contest; a teacher guide and curriculum resources are available at the [U.S. Fish and Wildlife website](#).)

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Wildlife Habitat... Continued from page 4



The first Duck Stamp by Ding Darling.

Deprived of dead trees for nesting as a result of habitat loss, wood duck populations still didn't rebound, even with relief from hunting pressures. The development of an artificial nest box in the late 1930s gave wood ducks the boost they needed. Federal agencies, conservation nonprofits, and private citizens put up hundreds of nest boxes, and populations responded rapidly. By 1941, they had rebounded enough for a limited hunting season to resume in some states. Today, hundreds of thousands of nest boxes have been installed, and they remain central to wood duck management across North America. HCWA, for example, has installed 500 boxes on the lands they manage, and they monitor and report nesting activity to Georgia DNR annually.

areas from northern Mexico to northwestern Canada. However, ongoing conservation efforts are still needed since wildlife habitat is continuously destroyed for agriculture, urbanization, and energy demands. While we can't all be in the field banding birds and installing nest boxes like my friend Jeff, as nature lovers and environmental educators, we can easily do our part by purchasing a Duck Stamp. 98% of the funds collected are used to obtain lands prioritized for wildlife. The stamp is also a parking pass to any wildlife refuge. Since its inception, the Duck Stamp has financed the purchase of roughly 6.5 million acres of wildlife habitat across North America. My stamp recently arrived in the mail (ordered from the [Georgia Ornithological Society website](#)); I'm proud to add it to my collection and support our wildlife refuge system.

Fortunately, wood duck populations today are healthy in most parts of their range, which has expanded into previously unoccupied



Wood duck nest box at HCWA. Photo credit: Melanie Furr

EEA's 2017-18 Board of Directors

On August 2-5, 2017, the EEA Board of Directors met at Rock Eagle 4-H Center for our annual Board Retreat. At the retreat, the Board discussed the roles and responsibilities of its members, shared committee updates, set goals, resolved issues, and brainstormed ideas. We also spent an entire day of the retreat reviewing and updating EEA's strategic plan. Look for EEA's revised strategic plan

in the spring of 2018.



It was an intense and fun weekend of planning, learning, and relationship building. Everyone left the retreat feeling energized and inspired, and we are excited to keep the momentum going throughout the upcoming year to positively shape environmental education in Georgia.

For board member bios, roles and committees, and contact information, visit the [Board of Directors page](#) of the EEA website.

An excerpt from

THE COMPASS TO NATURE

Teaching in the Outdoor Classroom

Published by the Prairie Wetlands Learning Center, U.S. Fish and Wildlife Service

THE COMPASS TO NATURE is a group of four components for building relationships with nature. Connecting the four components is the innate sense of wonder humans have for nature, which is an essential force in connecting the human heart to nature. Leave out wonder, and relationship building with nature is ineffective. The sole purpose of the Compass is to provide parents, teachers and other educators a way to lead the hearts and minds of children and adults back into nature. The four components of the Compass to Nature that aid teaching in the outdoor classroom are:

- Place – Connection of students to their local environment through hands-on, real-world learning experiences.
- Phenology – The practice of using nature’s calendar to determine what to study, when.
- Naturalists – Using work from relevant and meaningful naturalists to learn how to best study nature.
- Journals – The regular recording of observations, perceptions, and feelings about the natural world around you.

Place-based learning focuses on the nature outside the door where you live, learn, and occupy life. When we acquire knowledge about our place, we learn about our neighbors. It is discovering those with fur, feathers, exoskeletons, and those with chlorophyll. Understanding cycles and food webs is essential in knowing your place. Knowing place leads to discoveries of beauty and wonder. A place-based nature investigator finds health and release from stress. Knowing your place is a lifetime occupation; at first it may be a duty, then later in life, a need to know. It is education-based, environmentally supportive, and sheer joy. It is a valuable enterprise for all citizens of earth.

Your site may be your school yard, back yard, garden, vacant lot, city park, cemetery, boat landing, etc. The nature of that site becomes center stage, while your textbook becomes a resource to use as needed. When children are given the opportunity to know their own place intimately, they acquire an expert base from which to make comparisons with different biomes they visit and places they steward throughout life.



It provides educators with in-context and concrete experiences that connect to grade-level curriculum and increase in learning and retention. It creates a school-year-long enthusiasm and motivation for learning, as all children have an innate interest in nature. It provides both educator and children with opportunities to go outside. Even for short periods of time, such activity will improve time on-task and quality of work when students are working inside. Time outside always provides experiences that can be integrated with curriculum.

Phenology is nature’s calendar of events. There is a predictable, seasonal progression of natural events from year to year. Our observation, recording, and study of these changes is phenology. It is not limited to “firsts” though. In its fullest picture, phenology includes firsts, lasts, and every life stage in between.

An example is the examination of monarchs – while it could be done any time of year indoors, it should be done when monarchs are naturally present outdoors, allowing authentic, real-time observation and study, perhaps providing the opportunity to witness the amazements of metamorphosis or migration in-person, first-hand.

Phenology of your place around a school building will produce surprising benefits with little extra work. A school year long phenology investigation can be integrated with language arts, science, math, history, art, even health, making it a significant instructional tool which yields real data collected by students.

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Compass to Nature... Continued from page 6



Naturalists have much to teach us about being scientists. They make observations, record data, and share their discoveries. They are prepared, observant, patient, curious, respectful, full of wonder, and sharing. These positive qualities tie in well with character education and can be practiced by aspiring naturalists of any age or place. Learn from naturalists as a naturalist yourself, and encourage others to do the same. From their accomplished lives, we can learn how we can become more proficient naturalists ourselves as adults (educators) and children (students). Integrating the use of naturalist traits in a variety of ways provides the repetition needed for learning the skill of how a naturalist behaves with nature and with other naturalists.

Journals allow you to move the science notebook outside to develop a unique written record of discoveries in your nature place and create a powerful tool for learning and discovery about the world we live in. A journal can contain both personal and objective observations, such as nature discoveries and the thoughts they bring.

You can find three languages in a field journal: words, numbers, and images. Words can include names, descriptions, lists, free-writes, thoughts, and questions. Numbers can include dates, predictions, tallies, counts, measurements, distances, and weather. Images can include sketches, maps, cross-sections, photos, diagrams, rubbings, foot prints, etc. A journal's content is not just factual or just emotional – it is both. Objective information might include scientific experiments, weather, wildlife behavior, and seasonal changes. Thoughts, ideas, emotions, and dreams may comprise a few personal responses.

A nature or field journal is unique in that place takes on a central role as the main subject, with the journalist as observer. Journaling provides a chance for creating awareness of the place, seasons, and other species. A journal may be a phenology log; a field guide to animals, plants, geology; and an explorer's log of journeys and findings. It may also be a collection of reflections about a

place and connections with it.

You can start with your students and learn alongside them, or develop your own journaling practice before introducing it to them. Or you could try a combination of both. Although many students will need some help getting started, one need not be an expert naturalist, writer, or artist to guide others in nature journaling. Enthusiasm, a wide range of field activities, journaling and discovering alongside students inspires them, demonstrates the value of journaling, models desired behavior, and allows instructors to enjoy the benefits of journaling, too.

Observing nature is more important than writing and is the heart of the journal. Students should observe first and write second because observing is what gives them something to write about. Avoid editing for spelling, grammar, and punctuation in the field. However, editing for accuracy in content is essential to the field journaling process. While in the field, students should be encouraged to record information without using field guides or textbooks because this encourages them to improve their own observation skills. Back indoors, students can refer to their journal entries to research and find more information about what they observed. With more journaling practice, they may even use their journals as a tool to accurately identify unknown plants and animals. After students have completed their journal entries, providing an opportunity to share their observations with others in their group can further increase learning. It can help students see the diversity of observations that can be made in nature and the various journaling styles among students. Further, teachers are afforded a valuable glimpse at students' metacognition. Key to deeper thinking, reflection time allows students to process their experience intellectually and emotionally, infer meanings, and draw connections and conclusions. Journaling can lead as students make discoveries about their home biome and also about themselves. Furthermore, a field journal is not limited to science. In fact several academic subjects unite in it. Interdisciplinary, integrated, a nature journal is endlessly adaptable.

Intertwined with its value as a learning tool, keeping a journal allows time for reflection and relaxation. It allows thinking and feeling with both head and heart as a naturalist, a combination of intellectual learning about the environment and emotional connection and attachment to a place. Rather than rushing through a natural area, students have personal time and direct experience, which can help them feel more connected to the land and develop a sense of place.

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Compass to Nature... Continued from page 7

In the Compass to Nature, Place answers the question WHERE will I Teach? Phenology answers the questions WHAT will I teach, and WHEN will I teach it? Naturalists answer the question: WHO will I teach about? Journals answer the question HOW will I teach? The Sense of Wonder fulfills the purpose of WHY we teach outside.

When children have the opportunity to learn outside, their Sense of Wonder is kindled and motivates their desire to

learn. Motivation for learning is just the beginning. There are additional exciting reasons to take the time to wonder. The best way to gain a deeper understanding of the Sense of Wonder is to read Rachel Carson's short treatise on it. It is available as a book called "The Sense of Wonder," or online as the original essay titled, "Help Your Child to Wonder" (Women's Home Companion magazine, July 1956). Introducing the Sense of Wonder to your students can give them intangible abilities that stay with them through their lifetime.

An educator who uses the outdoor classroom has an infinite number of tools available to motivate students. Possibly the strongest of them all is the Sense of Wonder. You get to be an adult who shares in the joy, excitement and mystery of the world we live in! You could be the person who helps others begin a lasting study of the wonders of the natural world.

For a sample "Sense of Wonder" lesson plan, and top 10 field activities that use the Compass to Nature, see the full publication at -

www.fws.gov/refuge/Fergus_Falls_WMD/For_Educators/Compass_to_Nature.html

Photo credits: U.S. Fish and Wildlife Service.



Recommended Resource

Animals at Risk from Climate Change **Poster**

Based on studies from the IUCN Climate Change Specialist Group, the US EPA, NASA, NOAA and the IPCC, "Animals at Risk from Climate Change" features 25 animals that highlight the fundamental impacts of greenhouse gases—causes, effects, and risk of extinction—on all forms of life on the planet. Through illustrations, symbols, and brief explanatory text, the complex interaction of biological traits and environmental conditions that cause a species to be susceptible to climate change are made simple and understandable. Comprehensive and thoroughly documented, this poster is a valuable and relevant educational aid.

To order or to view all of the elements on the poster, please visit:
www.theglobaleducationproject.org/climate-change/poster.



FRESH FACES, FRESH IDEAS

Getting to Know Our Newer Members

by Sonya Wood Mahler
EEA Member Services Chair

Earlier this year, **Rachael Thompson** received an email from Georgia Adopt-A-Stream encouraging her to attend the SEEA/EEA Conference. Membership to EEA was included with the conference registration. Rachael did not know much about EEA before she attended and was really impressed with the tools and resources provided to educators throughout the state.

As the Watershed Outreach & Development Assistant with the Satilla Riverkeeper, Rachael manages all of their outreach and volunteer programs. She spends a lot of time at schools, festivals, outreach events, and meetings with other local organizations, introducing them to the Riverkeeper program and educating them about river stewardship and how to care for our natural resources. She also manages their volunteer water quality monitoring program, and is looking for ways to partner with 4-H, Scouts, and local colleges to get younger groups involved with monitoring the Satilla River.

There are so many reasons Rachael loves being an outdoor educator! What inspires her most is being able to introduce nature to people of all ages and backgrounds. She brings students that live ten minutes from the beach to the beach for the first time. She shares new knowledge with folks that have lived on the river their whole lives. She has found that no



matter who you are, where you are from, or what your background is, there is something to learn from nature. She is five years into her career as an educator and is learning new things everyday!

Some of Rachael's best EE moments are from when she was an environmental educator at the Jekyll Island 4-H Center, now Camp Jekyll. She had the opportunity to bring a group of special needs students to the beach at Great Dunes on the island. She will never forget the pure joy and excitement on the students' faces at the beach that day. It was a truly special experience for everyone there. After that program, Rachael went home feeling grateful and inspired and motivated to continue her work as an environmental educator.

Rachael loves being outdoors, especially in the cooler months here in Georgia. She likes to kayak, hike, and go birding. To relax, there is a yoga studio about a mile from her house that has YIN Yoga, which is a restorative and meditative practice of long poses designed to help you stretch and release tension in your body. This really helps provide balance for her when life can start to feel hectic or overwhelming.

One of Rachael's favorite places in Georgia is just ten minutes from her house: Jekyll Island. When she first moved to Georgia, it was to work at the Jekyll Island 4-H Center. She remembers driving onto the island for the first time, and she couldn't believe she was lucky enough to get hired to work in such a beautiful place. Now, on any given day she can shoot out to the south end of the island; on some days there is no one else there but her! People travel from all over to visit Jekyll Island, and she is lucky to live close enough to it that she can stop by on her way home from work.

Rachael thinks something that would be helpful to new members would be setting each up with a local mentor. There are 'alumni' members throughout the state, and it would be great to be able to reach out to them and build a relationship with them. If a new environmental educator has questions about programs, curriculum, standards, etc. that a more seasoned educator would be able to answer, this could strengthen partnerships with organizations that are working towards similar goals.

CORNER STONES

Celebrating 25 Years of EEA

by Sonya Wood Mahler
EEA Member Services Chair

Dr. Kris Irwin of the Warnell School of Forestry & Natural Resources at University of Georgia has been working in the field of environmental education in various capacities for 32 years. His EE work varies day-to-day and the variability is what keeps him going. As the chair of EEA's professional development initiative known as Advanced Training for Environmental Education in Georgia (ATEEG), Kris wears several hats. He coordinates with the volunteer members of the Certification Advisory Board, teaches Core Course 3 (Evaluation & Assessment), and serves as a mentor for ATEEG participants. As Co-Director of the newly created Environmental Education Certificate at UGA, Kris promotes the program and advises students enrolled in the program about the courses they should take that are of interest to them and that meet the requirements.

As co-coordinator of Georgia Project Learning Tree (PLT), Kris organizes and delivers facilitator training, conducts educator workshops, writes grants and reports, communicates with the Georgia State Steering Committee, and attends the annual PLT International Coordinators Conference. In addition, Kris writes a quarterly column for the national PLT newsletter (*The Branch*) called "STEM Strategies." Each spring, he teaches an undergraduate course at Warnell called "Foundations of Environmental Education." It is a service-learning course. Students work with a client to help move their EE program forward.

Some intriguing highlights from his past EE work include teaching a study abroad course about tropical reforestation in Costa Rica and helping to establish an environmental education program in Cuba for youth interested in careers as interpretive guides. Kris first became involved in EE when he was a Peace Corps Volunteer in the Philippines from 1985 thru 1987. He worked with a local school to bring citrus fruit into their diet by teaching the 5th and 6th graders how to "bud graft" citrus seedlings. The objectives for EE are to move an individual from "awareness" to "action," with "knowledge, attitudes, and skills" nestled in-between the two bookends. The awareness was easy – they loved eating the oranges. As for knowledge, Kris taught the students about the health benefits of vitamin C. Attitude adjustments toward eating citrus were easy. The skills part was about learning to graft seedlings. And finally, the action part was helping the students grow seedlings and get them planted and cared for.

Current leaders in the field of EE, forestry, and natural resources that Kris looks up to are Kathy McGlaughlin, Executive Director and Senior Vice President of Education at the Sustainable Forestry Initiative, Dr. Martha Monroe, Professor in EE and Extension, University of Florida, and Diane Davies, founder of the Georgia 4-H environmental education program.

Kris jumped into EEA as a member in 1997. He was elected to the Board in 2007, served as vice president (2012-2013) and president (2013-2014). The fondest memories of his early EEA experiences were the annual conferences when it was not unusual to have over 200 people in attendance. Another is the energy and enthusiasm that Petey Giroux brought to EEA.

Kris is most proud of EEA members' dedication to making EE in Georgia the best it can be. He feels it is the leadership of the EEA Board that keeps the momentum going. Kris believes EEA has a strong history of having engaged members that believe in the awesome power of EE. He likes to say, "EEA is comprised of super volunteers. While EE may be our jobs, active engagement with EEA is not typically in our job descriptions. But this organization has been blessed with so many outstanding individuals who have gone above and beyond the call of duty to ensure EEA is continually moving forward."



NEWS FROM OUR PARTNERS

Environmental Education in a Changing World

6th Annual Southeastern Environmental Education Alliance (SEEA)

Conference and Research Symposium

hosted by the League of Environmental Educators in Florida (LEEF)



March 16-18, 2018 St. Petersburg, FL



Save the date for the [6th Annual Southeastern Environmental Education Alliance Conference & Research Symposium](#), hosted by the League of Environmental Educators in Florida, **March 16-18, 2018 in St. Petersburg, FL.**

March 16: Research symposium at the Florida Wildlife Research Institute and field trip opportunities

March 17-18: Concurrent conference sessions at the University of South Florida - St. Petersburg and Hilton Bayfront

Research Symposium Call for Abstracts

The main theme of the conference is "Environmental Education in a Changing World." Researchers are invited to submit abstracts under the following sub-themes: Research about the environment; Research about environmental education pedagogy, methods, and delivery; Research about STEM disciplines and education; The relationship between research and practice; and Student research or research in progress (for researchers seeking feedback).

Conference Call for Proposals

The main theme of the conference is "Environmental Education in a Changing World." Individuals are invited to submit proposals under the following sub-themes: Increasing the impact of EE by applying research to practice; Science for environmental educators; Demonstrations on how EE creates sustainable and healthy communities; and Taking EE outside.

Deadline to submit abstracts and proposals: October 15, 2017. Submit online at www.seea-leef2018.com.

Save the Date! 2018 EEA Member Field Excursion

Tuesday, February 20th - Friday, February 23rd, 2018

Crystal River, Florida & Dunnellon, Florida

[Join EEA on a manatee dive trip!](#) Tour Homosassa Springs Wildlife State Park to see the captive manatees, native birds, and other wildlife. Rent full wet suit, fins, mask, and snorkel and snorkel with the manatees at Three Sisters Springs. We will drift down Rainbow River from Rainbow Springs State Park to KP Hole County Park and tour Crystal River Archaeological State Park. We end our adventure with a moonlight pontoon boat ride on Withlacoochee River, then shop for manatee souvenirs, clothing, or kayak gear in Crystal River.

NEWS FROM OUR PARTNERS

Empowering Youth Can Save Our Oceans

IN NOVEMBER OF 2016, [One More Generation](#) founders Olivia (14) and her brother Carter (16) launched their global [OneLessStraw](#) Pledge Campaign in an effort to help clean up our environment and educate people on the harms of using single use plastic straws.

Did you know that in America, we are using an estimated **500,000,000** plastic straws every single day? That is equivalent to 1.6 straws for every man, woman, and child living in this country every single day. If you were to take an entire day's worth of plastic straws, they would fill up over 127 school buses. That is over 46,400 school buses full of one-time use plastic straws that are ending up in our landfills and waterways every year.

Since the launch of the campaign, we have had over 3,000 people from over 44 countries around the world sign our on-line pledge form stating that ***"they promise not to use a single use plastic straw for at least 30-days."***

Almost 300 partners from around the world have also joined the [OneLessStraw Partners Page](#) and helped to share the initiative with their fans. We have had schools, restaurants, resorts, and even zoos and aquariums sign on, showing their support for this important issue. If your organization would like to be listed as a partner, [email One More Generation](#) your logo and website link for consideration.

Olivia and Carter realized that reducing our plastic footprint could be very easy to do; we just need to say 'NO' to single-use plastics such as straws. To encourage everyone to stop using single use plastic straws, we have partnered with the folks at [Simply Straws](#). Simply Straws will send everyone who signs our [OneLessStraw pledge](#) a coupon for a **free glass reusable drinking straw** (excluding postage) to help them stay plastic straw free forever.

We are also asking schools across the nation and even in select countries to have their students participate in the program. [Schools signing on](#) are listed as partners on our Partners Page and on our interactive Google map.



Students are then given the opportunity to sign the pledge stating they promise not to use a single plastic straw for at least 30-days. Students are also encouraged to [speak with their favorite restaurant](#) and ask them to participate by signing a pledge stating they promise to only hand out straws upon request for 30 days. We even have cool campaign buttons for servers to wear which helps explain the campaign to their customers. **The buttons are FREE (just pay postage) and are now available in nine languages.**

If you have a school/district or restaurant you would like to speak with about taking the pledge, just [email us](#), and we will help you work out the details.

The [OneLessStraw.org](#) website has [resources](#) and an interactive Google map which tracks the progress of the campaign around the country and even around the world.

As you can see, the campaign is designed to be fun and produce long-lasting results. We encourage everyone to download the pledge forms (also available in Spanish) from our website or [complete the online version](#).

Thank you in advance for helping us make sure this campaign is a huge success by sharing with everyone you know and please be sure to email us your signed pledge form today.

- *The One More Generation Team*

Become a Certified Environmental Educator with ATEEG

Whether you're new to the field of environmental education or simply looking to reinvigorate your current teaching, [Advanced Training for Environmental Education in Georgia \(ATEEG\)](#) can provide the foundation, resources, and network to take your career to the next level. Open to formal and non-formal educators across the state, the program helps participants of all backgrounds better measure the success of their programs, expand their knowledge of instructional techniques, and get to know other educators working in the field.

A nationally-accredited professional certification program based on the [North American Association for Environmental Education \(NAAEE\)](#) Guidelines for Excellence, ATEEG certification consists of three core courses, 30 hours of specialization workshops, and an independent study project. Each participant is matched with a professional mentor to guide them through the process of designing, implementing, and evaluating their final project. Participants have three years from the start of their first core course to complete the requirements for certification. Register for these upcoming courses and learn more at www.eealliance.org/ateeg.

The following three courses will be held at the Charlie Elliott Conference Center in Mansfield, GA and begin at 1:00 p.m. on Friday adjourning at noon on Sunday.

Core Course 1 (Foundations of EE) - January 26-28, 2018 - To develop foundations of environmental literacy based on ecology and professional principles. **Register by January 15, 2018.**

Core Course 2 (Fostering Learning) - March 23-25, 2018 - To increase understanding of how to implement environmental education programs that foster learning. **Register by March 12, 2018.**

Core Course 3 (Assessment and Evaluation) - June 8-10, 2018 - Increase skills and knowledge associated with program evaluation including identifying outcomes, data collection methods, and data analysis and interpretation. **Register by May 25, 2018.**



Find us on Facebook and Twitter for pictures, program updates, upcoming events, articles of interest, grant opportunities, and more!



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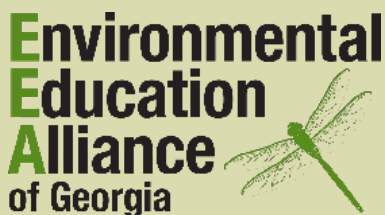
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We'd love to hear from you! For comments and article suggestions or submissions, please email news@eealliance.org.



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The Environmental Education Alliance of Georgia's mission is to promote communication and enrichment among professionals in the field of environmental education through partnerships, initiatives, and access to knowledge and experiences.

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