



*usee*

UTAH SOCIETY *for*  
ENVIRONMENTAL EDUCATION

# The Web

Newsletter of the  
Utah Society for  
Environmental  
Education

**This Issue:  
Ecotourism and  
Environmental Education**

**Volume 16  
Number 1**

**Winter  
2006**



## The Web

The Utah Society for Environmental Education is a non-profit organization, which provides environmental education support to educators, natural resource interests, environmental organizations, business and industry.

USEE's mission is to foster environmental knowledge, skills, attitudes, and actions through statewide leadership that serves to expand the quality, scope and effectiveness of environmental education.

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# Sustainable Tourism Management Principles

by Linda S. Ralston, Ph.D.

The travel and tourism industry accounts for 10% of the world's total economic output (\$3.53 trillion), 194.6 million jobs (1 out of 13 jobs globally) and is expected to grow 4.6% annually during each of the next 10 years. Ever-changing leisure time and tourist behaviors due to the introduction of new information technologies, increased transportation networks, the concentration of travelers, and globalization involve new challenges for management and marketing of destinations.

The quality of the destination's environment, both natural and man-made, is essential to the current and future success of tourism.

However, tourism's relationship with the environment is complex.

It involves many activities that can have adverse environmental effects.

Many of these impacts are linked

with the construction of general infrastructure such as roads and airports, and of tourism facilities, including hotels, resorts, attractions, restaurants, shopping centers, golf courses, and marinas. The tourism industry bears a major responsibility for the protection of the environment, but any effort will be inadequate without the full involvement of the tourists themselves.

Whereas the industry provides immeasurable economic benefits for the community and unlimited benefits for the traveler, the industry may adversely impact the natural environment and cultural aspects of a destination if not managed effectively. A strategy often adopted by destinations and tourism related businesses is ecotourism. During the 1990s, the term "ecotourism" evolved

in response to the growing interest among travelers in enriching their travel experiences with interactions with the natural environment, living history, and local cultures. The International Ecotourism Society (1991) defined ecotourism as "responsible travel to natural areas that conserves the environment and sustains the well being of local people." The industry's response has been the development of "Green Standards" or "Ecotourism" oriented operations. Unfortunately, not all efforts have been focused on environmentally friendly management. Many agencies and destinations utilized the trend to market ecotourism in an attempt to appeal to the "eco-tourist" without regard to the environmental or cultural impact of the increasing

Continued on Page 9...



Travellers set up camp near a popular hiking spot in Coyote Gulch.



# USEE News

## USEE Celebrates 25 Years!

In 1981, a meeting held at the Ogden Nature Center marked the beginning of the Utah Society for Environmental Education (USEE), initially called the “Utah Association for Energy and Environmental Education.” As we reflect on the past 25 years, we are appreciative of the countless volunteers and staff who have worked to make USEE the statewide leader in building the capacity of environmental education in Utah.

This year the USEE staff, Board of Directors, and committees will engage in a strategic plan revision process that will look at the strengths and weaknesses of USEE’s current programs and services and will focus on determining the most effective way that USEE can help to create a

more environmentally literate and active citizenry throughout Utah.

In addition, we will be planning a **25th Anniversary Celebration** in the fall of 2006 to celebrate the many faces that have made valuable contributions to USEE and the field environmental education across the state.

We hope that you will join us in these efforts by providing your feedback regarding USEE’s programs and services, attending special events, or participating in one of our committees. If you are interested in serving on a USEE committee for strategic planning, program development, membership, or special events, please contact Jennifer Visitacion, Executive Director at [jenv@usee.org](mailto:jenv@usee.org) for more information.

## Staff Changes

Many thanks to Lindsey Wilson and Emory Dinner for their hard work at USEE over the past year! Lindsey served as USEE’s Program Director since September 2004 and has worked to coordinate the Project Learning Tree Program in Utah. Emory served as a Utah Conservation Corps (UCC)/Americorps Volunteer providing education and outreach services in 2005. Both Lindsey and Emory will be greatly missed!

We are pleased to announce that Sommer Thorgusen, 2005 UCC/Americorps Volunteer, has accepted a position as USEE’s Operations Manager! Sommer will oversee our membership, publications, and the day-to-day operations of USEE. In addition, we are excited to welcome

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Nicol Gagstetter who is joining our team as USEE's new Program Director. Nicol recently completed the Utah EE Certification Program and is finishing up her master's degree in Watershed Science from Utah State University.

### **New Great Basin Earth Institute Course: *Healthy Children, Healthy Planet***

The Great Basin Earth Institute (GBEI) is excited to announce a new discussion course, *Healthy Children, Healthy Planet*. This course explores the influence that our fast-paced, consumer-oriented society has on our children and presents alternatives for people who want to create meaningful times and healthy environments for our children. To learn more about this and other GBEI courses contact GBEI at 801-328-1549 or visit [www.usee.org](http://www.usee.org).

## USEE Teacher Resource Center (TRC)

### **Featured Resources**

*When we think of ecotourism we usually think of exotic places far from our homes. Here are some guides for touring your own backyard.*

- **Utah Wildlife Viewing Guide.** Cole, Jim. Falcon Press publishing Co. Inc. Helena and Billings, Montana. 1990  
*This guide contains 92 of the best wildlife viewing sites all across Utah. Each site is clearly described with locator maps, driving directions, and wildlife information.*
- **A Field Guide to Animal Tracks** Murie, Olaus. Houghton Mifflin Company, Boston. 1974.  
*This is a great guide to identifying the tracks of North American animals. This book provides descriptions, geographical locations, habitats and typical behavior of all animals included. USEE also has replicas of various animal tracks available for checkout!*
- **Trees of Utah.** Brough Sherman G., Weber, Darrell J. Bristlecone Press. Provo, Utah. 1993.  
*This is a comprehensive guide on how to identify various trees in Utah. There are over 260 kinds of trees in Utah and this book explores them all.*



# Utah News

## Colorado Plateau Bioregional Outdoor Education Conference

“The Colorado Plateau and Our Sacred Waters” will be held March 3–5, 2006 in Blanding, Utah at the College of Eastern Utah, San Juan Campus. The conference will include a Share Fair, a presentation on the Colorado River Watershed, and an evening Bird Show by Tracy Aviary. This conference is for K–8 grade teachers and other educators from the Colorado Plateau

Bioregion to learn how to better incorporate bioregionally focused, hands-on outdoor education into their classrooms. The Colorado Plateau Bioregional Outdoor Education Conference is part of the Four Corners School’s Bioregional Outdoor Education Project (BOEP). Please call 435-587-2156 or email [jorris@fourcornersschool.org](mailto:jorris@fourcornersschool.org) for more information. Registration packets will be available January 2006.

## Project Learning Tree Workshop for Secondary Educators

TreeUtah will sponsor a Project Learning Tree workshop for high school teachers in the Spring of 2006. PLT’s secondary environmental education modules meet common components of national education reform by using the constructivist approach to learning, whole language teaching, cooperative learning, problem solving, and authentic assessments. The modules are intended for grades 9-12 but can be adapted for other audiences such as entry level college course and adult community groups. PLT’s secondary modules that will be used during this workshop include Forest Ecology and Focus on Forests. For more information contact Tiffin Brough at (801) 364-2122.

### CONGRATULATIONS TO THE WINNERS OF THE 2005 UTAH ENVIRONMENTAL EDUCATION AWARDS

Vern A Fridley Environmental Educator of the Year

*Trisha Hedin*

Environmental Education Program of the Year

*Bioregional Outdoor Education Project*

Environmental Education Volunteer of the Year

*Linda Wignall*

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Receive monthly Environmental Education updates!

Subscribe to USEE’s monthly E-Newsletter at [www.usee.org](http://www.usee.org)

## Utah Firms Recognized for Environmental Efforts

The Utah Department of Environmental Quality recently recognized local firms for pollution prevention and reduction efforts. Among those recognized were Autoliv North America, La-Z-Boy Utah and the Ogden Air Logistics Center (ALC) at Hill Air Force Base. Last year Autoliv began a program to recycle scrap fabric, keeping 16,200 pounds of fabric out of landfills and saving the company over \$715,000. The Ogden ALC switched to a nonhazardous cleaning solvent saving them \$30,000 this past year. La-Z-Boy Utah reduced its energy use by 41%, and reduced its air emissions by 67%. Autoliv and La-Z-Boy are two of three partners of Clean Utah, a new program that encourages and rewards businesses and other permitholders for going beyond compliance to preserve and protect Utah's environment.



## EPA Environmental Education Grants Awarded

In August the U.S. Environmental Protection Agency's Office of Environmental Education Region 8 awarded nearly \$190,000 in grants to projects that teach students about

environmental issues. The Utah recipients are: Center for Green Space Design, National Energy Foundation, and Zion Natural History Association. For more information about the EE Grant Program, please visit [www.epa.gov/region8/env\\_ed/grants.html](http://www.epa.gov/region8/env_ed/grants.html).

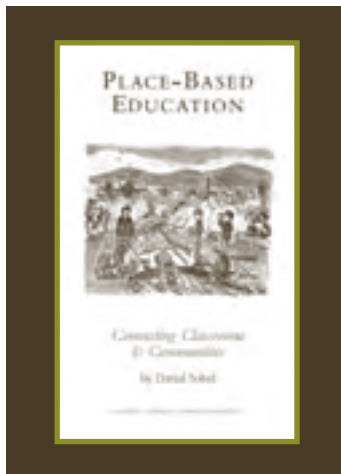


# National News

## 2nd Edition of David Sobel's *Place-Based Education* Released

The second edition of David Sobel's book *Place-Based Education—Connecting Classrooms and Communities* has just been released. This book is more than fresh curriculum; it is a whole new way of thinking about learning, and getting kids out into their community and environment for all subjects. It provides a valuable resource to all teachers, particularly those who see the need to bring learning into a more dynamic relationship with the community.

**Mark your calendar!** David Sobel will give a talk entitled "Preserving the Nature of Childhood: Fostering a Bond between Children and the Natural World" on February 24 at the Salt Lake City Main Library. Contact [info@usee.org](mailto:info@usee.org) for more information.



## Environmental Education Funding

The week of August 2, President Bush signed the FY 2006 spending bill, which controls funding for the EPA Office of Environmental Education (OEE). The bill included \$9 million in funding for the OEE. A few months prior, the OEE was under threat of elimination due to a lack of federal funding for the coming year.

## 2006 International Young Eco-Hero Awards

*Deadline: February 28, 2006*

Action for Nature (AFN) presents the 2006 Young Eco-Hero Awards program. The Young Eco-Hero Awards Program recognizes the individual accomplishments of young people ages 8-16 who have completed creative environmental action projects. Projects must concern environmental advocacy & health, protection, or research. Young Eco-Heros receive a cash award. For more information please visit [www.actionfornature.org/eco-hero](http://www.actionfornature.org/eco-hero). Action for nature is a non-profit organization whose mission is to "encourage young people to take personal action to nurture and protect a healthy environment on which all life depends."

## Globalization 101: A Student's Guide

Globalization101.org seeks to challenge students to think about many of the controversies surrounding globalization and to promote an understanding of the trade-offs and dilemmas facing policy-makers. Created by scholars at the Center for Strategic and International Studies, this guide is offered free

of charge. The site is aligned to state standards and includes issue briefs, news analyses, lesson plans, video interviews with experts, and useful links. The content also aligns with requirements for AP Environmental Sciences. For more information visit [www.globalization101.org](http://www.globalization101.org).



High School Students perform water quality tests. *Photo by Lindsey Wilson*

## Outdoor Classroom Grant Program

Lowe's Charitable and Educational Foundation has teamed up with International Paper and National Geographic Explorer! Classroom Magazine to offer the Outdoor Classroom Grant Program. The program's mission is to provide outdoor, hands-on science education to students in grades K–12 and assist schools in enhancing their core curriculum in all subjects. The program will award grants up to \$2000 to over 100 schools. Schools or school districts that have undertaken major outdoor classroom projects may be eligible for up to \$20,000. For more information visit [www.Lowes.com/outdoorclassroom](http://www.Lowes.com/outdoorclassroom).

... Continued from Page 1

visitation. Increasingly there has been greater recognition that the green management must be more than a marketing message, it must be a philosophy that permeates throughout the tourism operation. This has evolved into a move towards sustainable tourism management.

The World Tourism Organization defines sustainable tourism as development that “meets the needs of the present tourists and host regions while protecting and enhancing the opportunity for the future. It is envisaged as leading to management of all resources in such a way that economic, social and aesthetic needs can be fulfilled, while maintaining cultural integrity, essential ecological processes, and biological diversity and life support systems”. Sustainable tourism integrates three key aspects

of a community: environmental, socio-cultural and economic.

Sustainable tourism development can contribute to the conservation of our natural resources, the preservation of delicate ecosystems and biodiversity, and providing a sustainable alternative form of economic use as opposed to more aggressive industrial activities.

Sustainable management attempts to minimize sociocultural impacts, such as changes in value systems and behavior, which threaten the identity of indigenous cultures. But properly managed tourism can also generate positive impacts as it can serve as a supportive force for peace, foster pride in cultural traditions and help avoid urban relocation by creating local jobs.



The tourism industry generates substantial economic benefits to host countries, providing an alternative to extractive industries, such as, mining. Especially in developing countries, one of the primary motivations for a region to promote itself as a tourism destination is the expected economic improvement. Tourism can increase government revenues due to increased sales tax and bed taxes; create greater employment opportunities for residents; and stimulation of infrastructure investment. Conversely tourism growth can contribute to the increase in prices of goods and services, an economic dependence of the local community on tourism, an increase in seasonal character of jobs, increased leakages, and increased demands on existing infrastructure.

The purpose of this article is to alert both managers and tourists to some

general principles of sustainable tourism development/management that could be incorporated into any tourism experience.

- To foster tourism practices that contributes to the conservation of Utah's natural environment and thereby improves the lives of the communities living in close proximity to the protected areas.
- To encourage tourism related businesses and destinations to make a corporate commitment to sustainable development and management practices.
- To seek travel experiences that provides an opportunity to assume an active and enlightening role in conserving the natural resources.
- To encourage recognition of the intrinsic value of the local environment and culture by the

tourist related employees and tourists.

- To promote the purchase of authentic souvenirs and supplies that contributes to the economic well-being of the host community and minimizes leakages.
- To promote moral and ethical responsibilities and behaviors towards the natural and cultural environment by all parties (tourists and employees) involved in the tourist experience.
- To maximize long term benefits, such as, conservation, scientific, social, cultural, or economic benefits to the local community, the environment, and the tourists. 🌱

*Linda Ralston is an Associate Professor in the Department of Parks, Recreation and Tourism at the University of Utah.*

# New U.S. Immigrants as the Ultimate Ecotourists

by *Dr. Eileen M. Smith*

Ecotourism is “travel aimed at helping people enjoy the outdoors, enjoy nature tours, and observe wildlife, usually in foreign countries” (glencoe.com, 2005). This paints the visual image of an American couple traveling to Costa Rica, immersing themselves in ecotours while learning about rainforests from an indigenous guide, and retiring to an appropriately rustic lodge for the evening. It is time to widen this traditional view of ecotourists and ecotourism to include the expanding population of new immigrants in the desert Southwest. These immigrants arrive not as vacationers, but as new residents who have the opportunity to discover Utah’s natural wonders for the first time as wide-eyed newcomers. This is a crucial time for environmental educators to meet, greet and teach new residents

using information about public lands, the natural environment and related recreation and leisure opportunities to tap into the potential for enhanced stewardship of these resources for future generations.

Immigrants who are new to the United States and to the state of Utah have embarked on their own exotic journey to a strange new ecosystem they will now call their home. The desert climate may be an adjustment for many; low rainfall becomes a fact of life, and plants and wildlife that they may never have seen before surround them. It is not unlike the experience of the American tourists in Costa Rica; everything is unfamiliar, it entails an ecological and cultural shift, and learning about all of it is easier with an informed guide! So where can informed guides be found?

Considering immigrants as ecotourists has not been the focus of ecotourism providers and environmental educators, even those in the nonprofit sector. However, this investment in ecotourism-oriented programs for immigrants has the potential for a high return.

Over the next few months, the Zion Canyon Field Institute and the Zion Natural History Association, nonprofit providers of environmental education programs in Zion National Park, will implement Project DEEP: Diversity in Environmental Education and Protection. The program targets speakers of English as a Second Language (ESL) to participate and is designed to reach these new immigrants to southern Utah, providing them with a learning experience based on many of the

principles of ecotourism. Project DEEP begins with environmental education outreach at their ESL programs and also offers field study in Zion National Park. Project DEEP is offered free of

charge and serves as an introduction to this strange new land of southern Utah with low rainfall, cold deserts and a river running through walls of rock. The goal of this environmental



Project DEEP participants learn about Zion Canyon. *Photo Courtesy of Eileen Smith.*

education endeavor is to directly connect ecosystem issues like water-use, litter, native plants, recycling and habitat conservation with the backyards and day-to-day lives of our new immigrant neighbors.

Utah's minority population, particularly its population that was born in Mexico, is growing. From 2000-2004, the Hispanic population in Utah grew 25.6%, making 1 in 10 Utahns Hispanic (Bulkeley, 2005). These new residents, along with longtime residents of the state, will be responsible for the stewardship of our fragile desert environment in the years to come. Project DEEP is designed to acquaint immigrants with a sense of place as well as the opportunities available to them through the vast expanse of public land in the southwest. And educational programming can also emphasize the responsibilities

that these national treasures bring. For example, by providing information about water conservation, recycling, and conservation of habitat and plants to benefit wildlife, immigrants are empowered to make wise-use choices for their own families at home.

In addition to promoting a sense of stewardship, environmental education programs for immigrants, designed with respect for English as a Second Language (ESL) teaching methods, can also assist participants with their English language skills.

Designing these programs for local immigrants is challenging and rewarding because if done well, one primary impact they can have is to help people feel at home in their new communities, and people take care of their homes. Environmental education providers can affirm to newcomers that they have a stake in

their local environmental communities and the related issues that affect the entire Southwest.

So how can ecotourism programs for ESL participants be designed to accomplish these goals? Programs must connect the ecosystem to language, programs should foster interactive programming, programs have to provide the tools for people to make wise-use choices for their own families at home, and finally, programs need to enhance a lasting sense of the importance of “place” for participants.

The Project DEEP program, while taught in English, will incorporate some Spanish language links to Zion from “arroyos” to “mariposa lilies.” These non-English words can then be related to Paiute phrases and place names still used in Zion as well as the Hebrew origin of the word “Zion”

itself (Crawford, 1990) to tie together language, culture and environment.

The program will include outreach and free follow-up field trips to Zion National Park. All participants will “create” their own field guide to include facts about animals and plants, ecosystems, water conservation, and recycling which provides participants with the information to make informed environmental choices at home.

Creating a sense of place by bringing new immigrants to the trails of our national parks is necessary so that they will develop a sense of ownership in their public lands. In order to do this, a combination of outdoor learning, a sense of leisure and recreation, and a sense of “adventure travel” in their own new backyard is integral. Many new immigrants, just establishing themselves in Utah, work long hours in

low-paying jobs and do not have the opportunity to vacation, let alone have a traditional Costa Rican ecotourism experience. Yet right in their own backyard is a classic ecotourism experience that is highly sought after by the nearly 3 million visitors each year who travel to Zion, often across the globe, for a chance to view the awe-inspiring sandstone cliffs. Visiting Zion on their own, however, may be a financial burden for these immigrants; they may lack transportation, or as newcomers, they may simply not discover the wonders of the National Park System on their own.

Connecting our new neighbors in Utah to Zion National Park through programs like Project DEEP is an opportunity for environmental education, a cultural exchange of information, a language-learning tool,

and an investment in the future of our parks and public lands. The education of immigrant children and adults means that the next generation of these families in Utah will fully



Map of Zion Canyon provided to Project Deep students.

understand and embrace the pleasure, the necessity and the responsibility that accompany public lands, parks, and wilderness. 🌿

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Crawford, J.L., Zion Towers of Stone. 1990. Utah: Zion Natural History Association.

[http://www.glencoe.com/sec/marketingeducation/sportsent/students/deca\\_glossary.php/#e](http://www.glencoe.com/sec/marketingeducation/sportsent/students/deca_glossary.php/#e)

*Dr. Eileen M. Smith is a professor at Nova Southeastern University in Ft. Lauderdale, Florida. She is also the Educational Consultant for Project DEEP, which is run by the Zion Natural History Association in Springdale, Utah.*

# Ecotourism in Our Own Backyards

*by Patrick Nelson, Executive Director, Cottonwood Canyons Foundation*

People seem to know more about the Amazon or the Great Barrier Reef these days than they do about their own backyard. But it is not due to the lack of opportunities to get out of the house and into the canyons of the Wasatch Front.

Nestled in the towering Wasatch Mountains just to the east of Salt Lake City, Big and Little Cottonwood Canyons occupy a special place in the heart of Utah natives, transplants and tourists. Year-round recreation ranges from hiking and biking in the summer to world-class powder skiing and snowboarding in the winter. According to the Utah Department of Transportation, in 2003 Little Cottonwood received 2 million car visits and Big Cottonwood Canyon received 1.5 million car visits.

Only forty-five minutes from an international airport, these canyons attract heavy out of state visitation in the winter, with growing numbers in the summer. Since the canyons are located within a half-hour drive of 85% of Utah's population, they also receive intense use by locals—and with good reason; the access is unparalleled. Where else in the lower 48 states can you live within a half-hour drive of spectacular powder skiing and amazing wildflower displays? Watch moose rut? Climb a multi-pitch rock-climbing route? What other metropolitan area offers the ability to park your car, walk 20 minutes and come across a pika colony? Hike an 11,000 ft peak and be down to watch the symphony by evening? All the while acting as a drinking water supply for residents of the valley below?

Having lead tours in the Wasatch Mountains for the past five years, it is easy to figure out when tours are going well. For example, on wildflower walks when the group will not move from the last round of flowers, on their knees for the close-up view of an elephant head, you know they have made a connection. On summer night hikes, looking through the group to find that each and every member of group is intently focused on watching the bats



fly by, hoping to hear the next feeding buzz from their echolocation on the bat detector, you know they are hooked. From that point on, forget about getting home on time, forget about your plan. It is the interest and passion from within the group that begins to lead the tour. The connection has been made.

This does not always happen; you have to peel past the layers of society's

distractions and the preconceived notions of nature. Competing with the Discovery Channel, National Geographic and other beautiful documentaries is hard. Participants are used to seeing the rarest of the rare from the comfort of their homes in front of the TV. Some disasters can occur, as on a snowshoe owling walk, where you are powerless to change the channel if the owls do not show up.

If the pikas decide to take a nap out of sight beneath the talus when your group arrives, people look at you as if you have just claimed that yes, the tooth fairy is real. And, on any winter outing during a cold snap, move fast unless the people have dressed properly; forget digging through the fascinating squirrel midden! But the effort to make the connection with local ecotourism efforts is important.

A tour guide leads children on a snowshoe excursion. *Photos courtesy of Nicol Gagstetter.*



Founded in 2003, the Cottonwood Canyons Foundation is a nonprofit organization with a mission of “working to maintain and improve the environmental health of Big and Little Cottonwood Canyons through public

education and stewardship.” We work with Alta, Brighton, Snowbird, Solitude, Salt Lake City Department of Public Utilities Watershed and the Wasatch-Cache National Forest to achieve this mission.

With the help of an active and dedicated volunteer force, our programs run year round on foot, snowshoes, skis and snowboards. From snowshoe field trips with local schools to discussing the process of public lands management with out of state visitors at a ski resort, these programs attempt to connect all visitors with the impact of their presence and how they can take care of the canyons.

While we are not trying to promote more recreation and tourism in the canyons, we are trying to capitalize on the presence of such a fantastic ecosystem and the people enjoying it by getting participants on our tours, field trips and walks to learn. After all, how can they take care of the area if it means nothing to them and if they have no connection?





View from the Catherine's Pass Trail in Little Cottonwood Canyon



# Environmental Education Certification

## Foundations of Environmental Education

by Lindsey Topham Wilson

*Theme 2 of the Utah Environmental Education Certification Program requires educators to demonstrate competency in the foundations of environmental education (EE). EE has been evolving as a professional field for over 40 years and continues to evolve today. Many individuals and publications have helped to define the field of EE. Outlined below are three documents that have helped to shape the concept of EE since the 1960s.*

### 1969 - The Stapp Definition: The Concept of Environmental Education

Most historical accounts credit the ground-breaking work of a graduate seminar conducted by the Department of Resource Planning and Conservation at the University of Michigan, led by Professor William B. Stapp, for their first attempt at providing this working definition for EE:

*“Environmental education is aimed at producing a citizenry that is knowledgeable concerning the biophysical environment and its associated problems, aware of how to solve these problems, and motivated to work toward their solution.”*

Stapp and his colleagues felt a need to define EE in part because at the time, programs

in conservation education were oriented primarily to basic resources that did not focus on community environment and its associated problems. They believed that EE programs needed to “emphasize the role of the citizen in working, both individually and collectively, toward the solution of problems that affect our well-being.” Stapp and his colleagues also saw a need for an “educational approach that effectively educates man regarding his relationship to the total environment.”

Following the early lead of Stapp the decade of the 1970s witnessed a flurry of activity as conferences were organized, books were written and an academic journal was published—each devoted to defining the new field of EE. A sampling of the early views expressed by advocates for EE reveals a vision that portends a field that

is transdisciplinary, applied, community oriented and dedicated to responsible environmental action.

### 1977 - Tbilisi Declaration

The Tbilisi Declaration is considered to be one of the most important seminal documents in EE. This document was created at the world’s first intergovernmental conference on EE in Tbilisi, Georgia (USSR), October 14-26, 1977. The declaration noted the unanimous accord in the important role of EE in the preservation and improvement of the environment.

This conference endorsed goals and objectives as well as a list of guiding principles for EE. These provided the foundation for much of what has been done in the field since 1978. Currently they

provide the basis for many EE programs. These goals, objectives and principles help guide learners to acquire an awareness and understanding of the environment and its problems, acquire a set of values regarding the environment, and become motivated to participate in solutions by taking positive action towards resolving environmental issues.

### 1980 - Goals for Curriculum Development

Despite the momentum established by the Tbilisi Declaration, environmental education as an academic field remained poorly defined and under-funded in the U.S. through the remainder of the decade. In response to this deficiency, Professor Harold Hungerford of the University of Southern Illinois, along with his colleagues, developed and published the Goals for Curriculum Development in Environmental Education in 1980. The framework they established is based in large part on the Tbilisi Declaration's principles and objectives.

Hungerford et al. believed that “the responsibilities of EE were too great... the time too short...and practitioners’ skills too few to allow curriculum development to remain a matter of intuition.” They were concerned with the lack of foundation for EE and saw that “goals [were] needed to provide a sense of direction for curriculum development and instruction.” Hungerford et al. presented an outline with four comprehensive and hierarchically arranged literacy levels that included: Ecological foundations, Conceptual Awareness–Issues and Values, Investigation and Evaluation, and Environmental Action Skills.

This framework spawned numerous academic careers as investigators applied these curriculum guidelines and empirically tested the underlying theories upon which these goals were established.

Just as Hungerford and his colleagues saw a need for a clear direction about “what environmental educators should know and do,” environmental educators today see the field continuing to evolve in this

direction. Several states, including Utah, now have certification programs aimed at establishing high standards for environmental educators. Certification programs add credibility to the field by helping define the knowledge, skills, and ethical standards required to effectively practice EE. 📌

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# Member Profiles

## Bureau of Land Management

It is the mission of the Bureau of Land Management to sustain the health, diversity and productivity of the public lands for the use and enjoyment of present and future generations.

The goal of the BLM's Environmental Education Program is to realize healthier and more productive public lands through better educated citizens who are willing to assist in solving complex environmental problems. The program includes both a school-based component and a public education and participation component. Providing the resources to learn about resource management has many advantages.

By becoming familiar with the concepts and principles of managing



within nature's limits, students learn to become innovators and problem solvers and to make sound decisions. Studying resource management also encourages students to think about their environment holistically and to see connections between parts, both in the natural world and in other intellectual pursuits.

## Colorado River and Trail Expeditions

Way before an ice cream company made the idea of a "triple bottom line" popular, Colorado River and Trail Expeditions (CRATE) was doing the same thing just by following their instinct. A family operated river company, CRATE has always considered the welfare of the environment, their customers, their employees, and the community when making decisions. CRATE is committed to educating the public



about the environment and has partnered with the likes of Utah State Office of Education, Utah Museum of Natural History, and USEE to provide environmental education opportunities for students, youth groups, teachers, and the general public. With permits on the Green River through Desolation Canyon and the Colorado River through Westwater, Cataract and Grand Canyons, and knowledgeable, professional river guides, CRATE is in a good position to partner with groups interested in using the outdoors as a classroom. For more information, call 1-800-253-7328 or visit: [www.crateinc.com](http://www.crateinc.com).

## Friends of Great Salt Lake

The mission of FRIENDS of Great Salt Lake (FOGSL) combines three equally important goals: research, advocacy and education. Their educational approach is unique because it is place-based using our big salty neighbor as a point of reference. The Great Salt Lake provides an exceptional opportunity to explore biology, chemistry, geography, geology, weather and history. Their educational suite is the “Salt Lake Initiative for Conservation Education, or “Project SLICE.” SLICE services include a state standards-based science curriculum, lakeside learning field trips, slide and video presentations, a Teacher Training Institute and Speakers Network, for in-class and on-site expertise



from the region. There is an urgent need to educate our community about the workings, wonders and threats to the lake. A citizenry that better understands and appreciates the fragile Great Salt Lake Ecosystem and recognizes their relationship to it, will feel more connected and ensure a future of informed decision-making.

For more information about FOGSL programs, please visit [www.fogsl.org](http://www.fogsl.org) or call Katie D. Pearce at 801-322-3216.

## Swaner Nature Preserve

The Swaner Nature Preserve’s mission is to support the protection and conservation of natural resources for future generations by preserving open space land, educating ourselves and our community, and nurturing the land back to its original state. The Preserve facilitates environmental education and

appreciation of this unique high mountain desert environment for all age groups and promotes knowledge of this habitat



through scientific research. They offer year-round experiential, interactive education, which includes on-site and outreach activities. Their vision includes the erection of an on-site nature center and observation tower that will be used to educate our community and destination visitors. In addition to environmental education, the Preserve promises to encourage and embrace integrating the arts, sciences, and humanities within the Preserve and to provide a place of solace and contemplation for visitors.



# Your Role

## Tread Lightly! Tips for Responsible Tourism and Recreation

by Monica Clay, Communications Specialist for Tread Lightly!

In the park by my house growing up was a huge teeter-totter. I was pretty scrawny at the time, so my friends could nearly launch me just by sitting on the other end. Every so often, however, I'd get on with someone of the same weight, and we'd be able to hold the teeter-totter perfectly balanced in the air.

I think recreation and the environment must maintain a similar fine balance. Recreation is important because it provides social and economic value to our country, while also instilling in people a love of nature and a desire to take care of it. Conservation and preservation are important to sustaining life on this planet.

We can maintain this critical balance through environmental education. Here at Tread Lightly!, we try to do

just that by spreading ethics among recreationists—focusing on those using motorized and mechanized vehicles. We call our code of ethics the “TREAD Pledge.”



### Travel and Recreate with Minimum Impact

- Travel only in areas open to your type of recreation.
- Don't create new routes or expand existing trails.
- Always avoid sensitive areas.
- Cross streams only at fords where the road or trail intersects the stream.

### Respect the Environment and the Rights of Others

- Respect and be considerate of other users.
- When driving, yield to horses, hikers and bikers.
- In personal watercraft, be cautious around canoes, kayaks, and other boats.
- Respect wildlife.
- Comply with signage.
- Always obtain permission to cross private land.

## Educate Yourself, Plan and Prepare Before You Go

- Know the local laws and regulations.
- Know which areas and routes are open for your type of recreation.
- Have the right information, maps and equipment to make your trip safe, and know how to use them.
- Be sure your vehicle is compatible with road and trail conditions.

## Allow for Future use of the Outdoors, Leave It Better Than You Found It

- Take out what you bring in.
- Properly dispose of waste.
- Minimize use of fire.
- Restore degraded areas.

## Discover the Rewards of Responsible Recreation

Do all you can to help preserve the beauty and inspiring attributes of our lands and waters for yourself and future generations.

For more recreational tips, services and products, visit [www.treadlightly.org](http://www.treadlightly.org) or call Tread Lightly at (800) 966-9900.

*Tread Lightly! is a nonprofit organization whose mission is to empower generations to enjoy the outdoors responsibly through education and restoration.*



## I WOULD LIKE TO SUPPORT USEE'S EFFORTS IN ENVIRONMENTAL EDUCATION

- |   |           |
|---|-----------|
| <input type="checkbox"/> Great Basin Partner              | \$1000.00 |
| <input type="checkbox"/> Sustaining Partner               | \$500.00  |
| <input type="checkbox"/> Supporting Partner               | \$100.00  |
| <input type="checkbox"/> Friend                           | \$        |
| <input type="checkbox"/> My company will match my gift of | \$        |

## PROFESSIONAL MEMBERSHIP OPPORTUNITIES

- |  |          |
|--|----------|
| <input type="checkbox"/> Institutional   | \$200.00 |
| <input type="checkbox"/> Professional    | \$50.00  |
| <input type="checkbox"/> Student/Retired | \$25.00  |

Please visit [www.usee.org](http://www.usee.org) for a description of member benefits.

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