

One-on-One Interview Notes:

1. What are your desired outcomes for a Utah ELP?

Systems and cycles – 4

Not being afraid to include experiences – playing and getting dirty – clubs – think about the experiences we would like to have as kids - 4

Sense of wonder and connection, connecting the psychological and spiritual, excitement - 4

Youth feel like they are a part of the environment and understand the role they play – 3

Students engage in project-based learning focused on solutions – 3

Community-based thinking and community mapping, community action – 3

Toolkit for parents – materials need to context and actionable information – 3

Meet the needs of both K-12 educators and community partners – and how the two can work together - 3

Greater emphasis on environmental justice, including all communities - 2

School gardens and outdoor classrooms - 2

How do we ensure this sort of learning happens K-12? - 2

Env. Justice specific to Utah – uranium, Superfund sites, etc. – 2

Focus on youth careers - 2

That environmental literacy and EE are integrated into every content area

Institutional support for educators to talk about climate change impacts in Utah

Students can be a voice for the environment

Understanding the history of the environmental movement

Understanding governing processes that influence the environment, especially in high school

Greater integration of environmental literacy in civics engagement

Interdisciplinary

PD opportunities

Graduation requirements, integrating into existing standards

Environmental and human-made hazards

Map of 20k oil wells in Uintah basin, near where people recreate

Research and professionals to highlight issues and community action

Scalable programming

Accountability to protect the environment

Mentors and expertise to help inspire action and use

Democratizing information

Being explicit with program ideas, particularly around availability

Accessibility – programs available to all ability levels

Understanding what types of supports are already a part of the school structure

2. What are your desired key topic areas or areas of focus for the ELP?

Watersheds and waterways, use, management, issues, conservation - 8

Environmental justice – disparate impacts on marginalized groups, equity, equitable access to the outdoors - 5

Civics, civic engagement, advocacy – 4

Defining climate literacy and resiliency – starting at the household level - 4

Systems and systems thinking, understanding how humans interact with the environment - 3

Great Salt Lake – 2

Air quality - 2

Place-based education, helping educators use their schoolyards and what is near their schools - 2

Urban component – urban parks and natural spaces

Outdoors is where you are

Fundamental rights of all living organisms – clean air, water, food sources, livable conditions, etc.

Resource use

Focus on rural community environmental solutions – case studies

Understanding risks we are facing when it comes to resource management

Open space/green space

Teacher PD in EE practices

Social and emotional learning

Pedagogy – whole student learning

Knowledge and feeling

Thinking about topics and the manner in which they are taught – the how and the what

How can we foster an intimate connection with nature? How could we incorporate intimacy in connections?

NM/AZ – utilizing sensory gardens, mindfulness outdoors

SEL

How do you grow food, where does food come from?

Family collaborations in school settings

Mental and physical health benefits related to experiences in nature

Responsible recreation

Public lands

Collaboration and outreach in schools

Investing in nature playgrounds

Physical education

Gear libraries and infrastructure

The messenger is as important as the message – ensuring that audiences hear from people in their communities

Open space/green space

3. What information about your region of the state should be included in an ELP?

80 languages spoken in Glendale SLC alone

Finding ways for people to take action in ways that they want to take action

Ensuring that materials and content produced are accessible and culturally relevant

Be explicit in telling people how they can take action

Describing the multiple ways that people can engage with their communities

Food – urban/rural ag/backyard gardening

Moving from place-based to landscape connectivity

Wasatch Range goes across the state – regional access and local access are codependent

Majority of population is in central Wasatch – identifying population centers

Diversity of people visiting and diversity of things that people are doing – acknowledged, accounted for, and understood better

Avoiding polarization when talking about environmental issues

Climate change in the West

Basin and range, Bear River watershed – thinking in systems that transcend state lines

Bioregions rather than geopolitical view – a different kind of mapping

Awareness of human impact – not judging this impact

How have humans changed the environment – humans are a force of nature

Utah resource management

National parks, state park management

Thinking about small to large regions – ex: SLC to CO plateau

3 regions of Utah – every high school student should have the chance to visit these regions

Urban environment – how it provides space for humans and animals

Ensuring that we are including tribal entities in this work and understanding the environmental impacts on the land

Energy choices in different parts of the state – what parts of Utah are viable for other energy industries and understanding problems/solutions

I want to know more about water conservancy districts – understanding political subdivisions in our state

Urban/environmental interface

How do we develop in a sustainable way?

How is development connected to the environment?

Do urban plans in different areas ever talk to each other?

Waste management – how are we going to deal with waste and our growing population?

What is available in each place that helps people thrive and what is lacking?

4. We want to ensure this process is inclusive. Who else should we reach out to? Where possible, provide contact information.

4-H for English language learners and refugees – 2

All range of teachers

Youth – each city has a youth council

City planners and community outreach staff at cities

EE organizations

Tribal nations

Reach out to people beyond EE – include city government and waste management

FFA

Utah Youth Environment Solutions

Envirothon organizers

SLC Public Trails and Natural Lands

Breathe Utah (Jayde will send e-mail)

Protect Our Winters

Youth City

Utah Avy/Avalanche forecasting

Afterschool programs

Friends of Alta

Native people, tribal nations

Milton McClaren (resource)

Brooke & Terry Williams

Gavin, formerly with UDB, gavin@xmission.com

JATC South – Justin Rindlisbach

Casa Quetzalcoatl – Olivia

Justin – Jordan SC, teaches ag in this district. Maddie will send info.

EATS Park City

Summit Community Gardens

Youth Garden Project (MOAB)

Olivia @ SUWA

Candace Penrod

5. Some states have ELP's, some have Environmental Literacy and Natural Resource Plans. What are your ideas for what Utah's ELP should be called?

Stick with ELP

ELP also includes natural resources

Stewardship is okay – 2

Resources and relationships

NM – Every Kid, Every Day, Every Way – 2 – although this doesn't really tell you what it is

Environmental Stewardship, Outdoor Leadership

Stewardship

Environment – focuses on systems more than land

Literacy – emphasizes that this is a skill

EKO/NCLI – both clever

Recreation

Outdoors is overused – I think of commercialized, outdoor recreation space

Something that embodies the experience of being outdoors

Something that conveys the sense of being part of the place rather than environmentalism