



# CREED

Curriculum Resources for  
Environmental Education Development

Spring 2016



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## President's Letter: Jabin Burnworth

A year ago, I wrote the following...

I'm getting old. I knew it was going to happen and other "old" people told me that it was coming sooner than I thought. I expected changes in my body and mind. I knew there would be slip ups and fall downs. Unfortunately, it really is happening sooner than I thought. EEAI's future president, Ann Niednagel, reminded me that I am only as old as I feel. Indiana is 200 years old, and yet she is still feeling young.

Happy Bicentennial, Indiana! As part of the celebration, the 2016 conference

committee continues to be hard at work. The 47th Annual EEAI Conference to be held on the campus of Earlham College keeps getting better. Have you seen the schedule on EEAI's website? You should have already received an email about the conference. Did you know that an educator discount is offered to assist in reducing conference costs? Thanks to The Nature Conservancy and others, we have a limited number of discounts available. When you register, select the Educators & Students Discount option and the total cost for conference attendance will be \$60 - including meals and lodging. Also, if you are required to collect PGP's, there is an option to acquire 6 PGP's throughout the conference for a value of \$10/PGP.

We want to hear from you! What does EEAI membership mean to you? How can membership to EEAI benefit your personal and professional life? How can we improve the CREED? On Saturday, February 6th, the board held its face-to-face meeting at Taltree (hosted by Maddie Grimm). Our next board meeting is scheduled for Thursday, April 14th, beginning at 4:30PM and lasting for two hours. If you would like to join us, please send me a note. I will add you to our Google Hangout.

Are you aware of EEAI's amazing programs? Think about joining groups to promote the Indiana Children in Nature Network (ICAN), the Environmental Literacy Plan (ELP), and Envirothon. Also, look for news from your Regional Chairs in the near future. Have you followed us on Twitter and Facebook? Links for both can be found on the main page of our website (<http://www.eeai.org>).

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## **Indiana Envirothon *Springs* into Contest Season: Darci Zolman**

As I write this Envirothon update, the snow is falling here in northern Indiana and we are just beginning the Regional Contest rounds. That must mean Spring is coming! By the time you read this, we should know the slate of teams that have qualified for the state contest, which will be held April 27th at the Beck Center in Lafayette. We are looking forward to presentations from the students based on this year's current issue, Invasive Species. Anyone wanting to volunteer or observe a state contest, please contact me at [darci.zolman@in.nacdnet.net](mailto:darci.zolman@in.nacdnet.net)

Our state winning team will be headed to the North American contest,

sponsored by NCF Envirothon, and held in July at Trent University, Peterborough, Ontario. It is a wonderful experience for our youth as they network with students from across the United States and Canada.

The NCF Envirothon has launched its new website. Check it out at [www.envirothon.org](http://www.envirothon.org)

Even though we are not through with this year's contest, we are looking ahead to 2017. The North American contest will be held at Mount St Mary's University in Emmitsburg, Maryland, and the current issue will be related to soil and water stewardship. In Indiana, we will be in need of test writers in 2017! Our topics are aquatics, soil/land use, forestry, wildlife and current issue. If you would like to assist us with test writing, please contact me at [darci.zolman@in.nacdnet.net](mailto:darci.zolman@in.nacdnet.net)

## **One Man's Perspective: "The Green Thing" Submitted by Sam Carman**

You might notice this column's byline says, "Submitted by Sam Carman" rather than simply "by Sam Carman". For the most part, I can't claim authorship of this piece because the story I relate is one containing those anonymous items kept alive through repeated email forwards. While it's not original - and in some ways, it's an oversimplification - it does provide some food for thought. So with that, here's the story.

Checking out at the store, the young cashier suggested to the older woman that she should bring her own grocery bags because plastic isn't good for the environment. The woman apologized and explained, "We didn't have this 'green' thing back in my earlier days." The clerk responded, "That's our problem today. Your generation didn't care enough to save the environment for future generations."

The more the older woman thought about it, the more she realized that the young cashier was right. She said out loud, "Back then, we returned glass bottles to the store. The store sent them back to the plant to be washed, sterilized and refilled, using the same bottles over and over instead of simply throwing them away. In other words, we recycled them. But we didn't have this 'green' thing back in my earlier days."

"We walked up the stairs because we didn't have an escalator in every store

or office building. We walked to the grocery store rather than climbing into an automobile. But the cashier was right, we didn't have this 'green' thing."

We washed baby diapers because we didn't have the disposable ones. Instead of using an energy-gobbling 220-volt machine, we hung out wet clothes on a line relying on wind and solar power to dry them. But that young lady was right. We didn't have this 'green' thing."

We had a radio in the house and maybe one television, but definitely not one in every room. And the TV we did have had a screen the size of a handkerchief rather than one the size of the state of Montana. In the kitchen, we blended and stirred by hand because we didn't have electric machines to do it for us. When we packaged an item to send it in the mail, we used old newspapers to cushion it instead of Styrofoam or plastic bubble wrap. Back then, we didn't fire up an engine and burn gasoline just to cut the lawn. We used a push mower that ran only on human power. We exercised by working so we didn't have to go to a health club to run on treadmills operated by electricity. But I guess she was right. We didn't get this 'green' thing."

We drank from a fountain when we were thirsty instead of using a plastic bottle. We refilled writing pens with ink rather than buying new ones. We replaced razor blades instead of throwing the entire razor away. But we didn't have this 'green' thing."

Back then, people took a streetcar or bus to get places. Children either rode their bikes or walked to and from school. We had one or two electrical outlets in a room because we simply didn't have a lot of equipment to power. And we didn't need a computerized gadget to receive a signal beamed from satellites over 2,000 miles away to tell us where the nearest pizza joint was located."

"Isn't it a shame that the 'green' thing wasn't around back then?"



**Indiana Children and Nature  
Network: Ann Niednagel**

Indiana Children and Nature Network (ICAN), a project of EEAI, has been connecting with youth serving organizations across the state to schedule Nature Play Days during the week of June 11-19, 2016. Host organizations can register their event on the ICAN website ([www.IndianaChildrenandNature.org](http://www.IndianaChildrenandNature.org)) to have access to promotional and event planning support.

Check the NPD webpage on the ICAN website for descriptions of NPD events, as well as a map of events occurring across Indiana. Encourage families, youth groups, and kids of all ages to attend a Nature Play Day and get outdoors! While there, use the hashtag #ICANNATUREPLAYDAYS on social media for a chance to win a special prize!

ICAN also hosted a state-wide Family Nature Club Training on March 11th with 48 people in attendance. This was in partnership with the Indianapolis Zoo and funded in part by a grant from Disney's Conservation Fund and AZA. The feedback was very positive and there was a wide range of organizations there from libraries, schools, after school programs, and nature centers.

### **Upcoming ICAN Activities**

3/22/16 - Meeting with Zionsville Nature Center on Family Nature Clubs

3/23/16 - Meeting with Kokomo Schools Administration on Outdoor Kindergarten

3/26/16 - Flyers for participants of Growing Up Wild workshop at Little River Wetlands in Fort Wayne

3/29/16 - Flyers for participants of Growing Up Wild workshop at McCloud Nature Park in North Salem

4/4/16 - Meeting with "Muncie by 5" Group on Nature Play Days and ICAN

4/8/16 - Presentation "Go WILD at the Zoo" presentation at the Indiana Association for the Education of Young Children

4/9/16 - Presentation on Nature Play Days and ICAN for the Annual Meeting of Indiana Master Naturalists

4/12/16 - Presentation at Department of Education's After School Conference on Reconnecting Kids with Nature

6/10/16 - Kick Off of Nature Play Days on the Circle in Indianapolis,  
11:00AM-1:00PM

## 2016 EEAI Conference

### Call for Presentations and Conference Registration Open Now

Are you interested in sharing your special activity or program? We have the perfect venue for you to consider. Saturday morning, June 18th, EEAI will provide a Chautauqua style event at Cope Environmental Center (<http://www.copeenvironmental.org/>)

For more information, contact Jim Poyser  
at [jimpoyser@earthcharterindiana.org](mailto:jimpoyser@earthcharterindiana.org)

Registration information can be found on the EEAI website ([www.eeai.org](http://www.eeai.org)).

## Paul-itics: Reflections from a Seventh Grade Teacher: Paul Steury

I'm learning more than I ever thought possible as a seventh grade science teacher.

Recently while studying the Geologic Time Scale, my students noticed that global warming and cooling had occurred several times throughout the 4.6 billion years of Earth's existence. Someone even remarked that it appeared to be cyclic.

So we hypothesized that possibly climate change is part of our planet's warm, cold, warm, cold extinction cycle.

I wanted them to understand that even though this might be true, humans are speeding up the extinction cycle by emitting excessive pollutants into the air. We know, thanks to modern data collection methods, that the more CO<sub>2</sub> is added, the thicker the insulating blanket becomes.

The National Center for Science Education (NCSE) reports, "Climate has changed in the past - sometimes slowly, sometimes abruptly - but now it is

changing because humans have become a force of nature and are altering the flow of matter and energy on the planet. It is thus increasingly important for the science of climate change to be taught, both in formal and informal educational environments, in order for future citizens to be able to make scientifically informed decisions about the consequences of climate change."

Exxon recently admitted they knew for the past three decades that their production of oil would negatively impact our climate. Yet, they decided to keep it a secret.

Bill McKibben stated after hearing of this, "This is not just one more set of sad stories about our climate. In the 28 years I've followed the global warming story, this is the single most outrageous set of new revelations that journalists have uncovered. Given its unique credibility, ExxonMobil could have changed history for the better. Had it sounded the alarm, it would have saved a quarter century of wheel-spinning. We might actually have done something as a world before the Arctic melted, before the coral reefs were bleached, before the cycles of drought and flood set fully in. This company had the singular capacity to change the course of world history for the better and instead, changed that course for the infinitely worse. In its greed, Exxon helped to kill our planet."

Shouldn't company leaders and decision makers be penalized for remaining silent in their greed? Punished for accelerating CO<sub>2</sub> production, which is a known insulator? These questions, and others, were carefully considered in my classroom.

During our discussion, we shared our own observations about this past winter and fall. Typically, there would be autumn olive fruit. However, this time there was none. It simply didn't get cold enough to produce.

My students wanted to know if there was anything they could do. I shared with them about a recent meeting I took part in as a member of the Citizen's Climate Lobby. Madeleine Para, the program's director, shared some suggestions and I passed them along to the seventh graders. One of the most important is to contact our state and federal legislators and convey our concern. Encourage them to consider laws that might encourage companies to reduce the amount of pollutant production. This is something we can all do.

If you are interested in learning more about the Citizen's Climate Lobby, email me at

Also, if you have ideas about how to incorporate activities and discussions related to climate change within a classroom, consider sharing them with Terri Hebert. She is putting together the CREED and would love to highlight these in future newsletters. Her contact is [thebert@iusb.edu](mailto:thebert@iusb.edu).



## **2016 Indiana Science Standards and the Environmental Literacy Guidelines/Plan: Terri Hebert**

Just in case you missed it, Indiana is in the process of finalizing its revision of the Indiana Science Standards. This has been a lengthy process beginning in 2012 with select teacher committees being involved in the national review of the Next Generation Science Standards (NGSS). What emerged was a correlational analysis of the NGSS when compared with the 2010 Indiana Science Standards. Since then, committee members have continued to meet with the resulting draft of 2016 Indiana Science Standards being presented for public comments last summer.

As educators await the release of these new standards, there is another document that has the potential to serve the community while elevating efforts of the environmentally-minded. It is titled the Environmental Literacy Guidelines/Plan and can be found on the EEAI website. Its purpose is to "help educators, formal and non-formal, incorporate the concepts, skills, and experiences a person in Indiana should have in order to understand the environment and his/her role in it".

You might ask, "How might I use this guideline in my own classroom?" That

is a great question! In a similar fashion as the NGSS, there are strands identified and within each are a listing of concepts, skills, and experiences students should have at the end of grades four, eight, and twelve. They include: (1) Questioning, Analysis, and Interpretation; (2) Knowledge of Environmental Processes and Systems; (3) Skills for Understanding and Addressing Environmental Issues; and (4) Personal and Community Action.

There will be opportunities during the upcoming 2016 EEAI Conference to hear more about the ELG and how EEAI, in cooperation with environmentally-minded individuals and organizations, will be working to advance the ELG towards an ELP (Environmental Literacy Plan). If you are interested in learning more about the current ELG and about the efforts toward creating an ELP, we encourage you to attend this year's EEAI Conference.