

Teaching About Climate Change

by [Sarah Pidgeon](#), Solar One

Educating students about climate change is more important now than ever.

Climate change is one of the most severe threats of our time. Immediate action is needed to curb emissions and slow the release of greenhouse gases, GHG, into the atmosphere. Some of the most devastating impacts of climate change include a higher frequency of extreme weather like hurricanes, increased droughts, and an increasing climate change refugee crisis -to name a few. Despite warnings from scientists, climate change denial continues to plague our country.

In June 2017, President Trump called for the United States to withdraw from the Paris Climate Agreement. The next day NYC Mayor Bill de Blasio signed Executive Order #26 committing our City to align with the Paris Agreement’s goal of limiting global temperature rise to 1.5 degrees Celsius. New York City is committed to reducing its GHG emissions 80 percent by 2050, compared to 2005 levels (“80 x 50”). The [1.5°C Plan](#) explains the various actions NYC must take and their measurable impact on GHG (Greenhouse Gas) reductions.

Flashback to June 10, 2014: New York City high school students and representatives from several community-based organizations such as the Alliance for Climate Education, UPROSE, and Global Kids gathered on the steps of City Hall to call for a comprehensive climate education mandate for NYC public schools. Several years later, their call to action is beginning to be answered at the state and city level.

In September 2017, New York public schools began the roll out of a new set of state standards for science teachers that include a focus on teaching students about

climate change. These standards are based on parts of the [Next Generation Science Standards](#)— a national set of science standards being implemented in 20 states in the US. These science standards were developed by the National Science Teachers Association (NSTA) and include an introduction to climate change in middle school and an in-depth exploration of climate science in high school. Importantly, these standards link human activity to climate change and foster an understanding of the complexity of the relationship between the atmosphere, the ocean, and all life on earth.

While the updated P-12 standards explicitly address climate change at the middle and high school level, there are also lots of opportunities to indirectly include climate change education at the elementary level.

Teachers need support, curriculum, and content training. A report released in August of 2017 by the NY State School Boards Association suggests, “teachers and school leaders should possess a solid understanding of the history and context of climate change denial and the

(Continued on page 3)

New state standards link human activity to climate change



Students dig into soil ecology in a City Parks Foundations gardening programs. The City Parks Foundation offers programs for elementary and middle school students.

EEAC NEWS

Steering Committee Meetings

Please visit the EEAC website at www.eeac-nyc.org for meeting locations or contact an EEAC Steering Committee member. Steering committee meetings are open to anyone interested in learning about environmental education in New York City and sharing information about special programs and projects.

Newsletter Deadlines

If you would like to submit an article for the newsletter, please email it as a Microsoft Word attachment to KimE@dep.nyc.gov.

The newsletter deadline is the first Monday of Feb., May, and September. We would love your ideas!

Newsletter Committee

Lynn Cole
Joy Garland

Kim Estes-Fradis
Editor: Mary Most

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The Environmental Education Advisory Council of New York City, EEAC-NYC, is the only nonprofit organization with the sole purpose of promoting and supporting outstanding environmental education in New York City Schools and other centers for learning.

ENVIRONMENTAL EDUCATION ADVISORY COUNCIL

Judith Hutton
The New York Botanical Garden
Teacher Training
2900 Southern Boulevard
Bronx, NY 10458
www.eeac-nyc.org

This newsletter is a publication of the Environmental Education Advisory Council (EEAC), a voluntary organization of educators, classroom teachers, administrators and other professionals in active support of quality environmental education.

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Judith Hutton, Treasurer and Membership

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STAY IN TOUCH!

Members, keep up with the latest EEAC news on EEAC-NYC@googlegroups.com
If you would like to join the listserv contact Carol Franken at carolfranken@gmail.com



EEAC NYC



@eeacnyc



CHAIR'S MESSAGE

After moving to NYC almost four years ago, nothing has been more beneficial to building my professional network than getting involved with EEAC and I'm excited to see how the organization grows and develops in the coming years. In 2016, a member survey was conducted and one thing we learned was that members really value opportunities to network and learn about other environmental organizations in the city. To that end, if your organization is interested in hosting an EEAC event where members can socialize with each other and learn about your programs, I'd love to hear from you! Send me an e-mail and I'll connect you to our programs committee.

Beyond networking events, the steering committee is taking on many projects we hope will strengthen the organization and provide better services to our members but none of it would be possible without our volunteers. I want to thank the entire steering committee for all the work they've put into EEAC and I want to invite you to join us. Whether you are at the beginning of your career and looking to develop a particular skill or you want to offer your seasoned expertise, we'd love for you to be more involved. Our steering committee meets every month at New York University and anyone is welcome to join us or volunteer in other ways. Feel free to reach out to me at brittany.dileo@gmail.com and I'd love to chat about how to get involved.



(Teaching About Climate Change, continued from page 1)

general scientific consensus about humans' role in climate change.”

The good news is that NY State and NY City are taking important steps around climate change resiliency and mitigation. With 1.1 million students in 1800 schools, the NYC Department of Education operates the largest school system in the world; one out of every 300 Americans attends NYC schools. It is up to us, as formal and non-formal environment educators, to continue to work together to help New York City students become the climate leaders of tomorrow.

Check out the extensive list of resources focused on climate change education on [page 6](#) and lesson plan and activity on [pages 8 to 10](#).

Answer the Call! Help Steer EEAC

All current EEAC members are invited to nominate themselves or a fellow member to join the EEAC Steering Committee. Service on the Steering Committee is a great opportunity for new environmental educators and established professionals alike, whether you're looking to build your professional network, gain leadership skills, or invest your knowledge and expertise in improving the field of Environmental Education in NYC.

Volunteer members serve a three-year term starting in January 2019 and commit to attending monthly Steering Committee meetings, usually held at NYU on Wednesday evenings.

Nominations for 2019 are due Friday, September 7. Watch your email for a call for nominations and a link to the application.



Please join [NYC Climate Education Facebook group](#) to continue this discussion.

Eco Heroes and Narwhals

by [Pamela Peeters](#)

If you plan on going to Washington DC within the next year or so, and happen to have an interest in Narwhals, their extraordinary tusk, Inuit folklore, genetics, or the changing Arctic environment due to Climate Change, then plan to visit the exhibition in the Smithsonian National Museum of Natural History on the Washington Mall, "[Narwhal: Revealing an Arctic Legend](#)".

The exhibit was co-curated by Dr. Martin Nweeia, the leading Narwhal expert who integrates the voices of the Inuit in his scientific research results. I joined Dr. Nweeia on his last Narwhal expedition to Pond Inlet (Baffin Island) in the Arctic. During this visit I introduced an *Eco Hero* outreach program to young Inuit kids who made beautiful *Eco Hero* art. I also composed a photographic essay with two pictures selected by the curatorial staff for the Narwhal exhibit, and featured on the webpage — quite the honor.

Some EEAC members had a chance to meet Dr. Nweeia (who has gone on sixteen expeditions to the Arctic) at the Explorer's Club during my 2015 Sustainability Week NYC. Another event is planned for October 2018.

The Smithsonian exhibit presents first-hand accounts from scientists and Inuit community members, revealing how traditional knowledge and experience, coupled with scientific research, heighten our understanding of these animals – and our changing global climate.

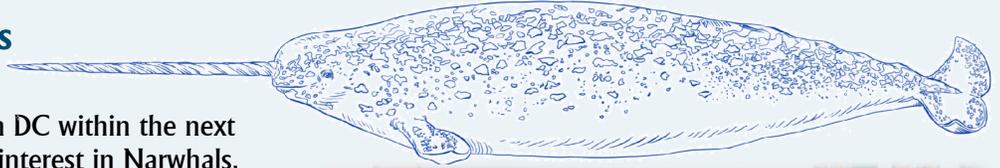
There is also a companion book published by the Smithsonian Museum, featuring the expertise of 45 scientists ranging from archaeologists, biologists, veterinary ecotoxicologists, anthropologists, paleontologists, including several Inuit elders. My contribution was an article on rethinking human development with a call to develop a new consciousness for planetary sustainability.

For kids who are able to visit the exhibit in Washington, I designed a custom *Eco Hero* trail in the Smithsonian, helping them to discover the information through an explorative knowledge hunt.

This project is part of my international *Eco Hero* curriculum, a new holistic educational model for environmental education where kids learn the science about our planet and its ecosystems, and understand why we need to care for our planet, with a call for leadership and several practical assignments that puts them to work.

www.myecohero.com currently offers 15 videos, with special packages for schools and educational institutions.

Pamela Peeters is an Environmental Economist, media producer, educator, and a Columbia University Research Fellow.



Pam and Inuit kids create *Eco Heroes* art



2015 Sustainability Week NYC at the Explorer's Club



BBC World anchor Jane O'Brien, Pam, and Dr. Nweeia at the Smithsonian exhibit opening

NYC DOE 2018 Climate Summit

Teachers, Instructional Coaches, and Educators from across the NYC Department of Education (DOE) participated in the first NYC DOE Climate Summit at the NY Hall of Science in Queens on April 26, 2018. The Summit was organized by the Office of Sustainability, Solar One, and the Climate and Urban Systems Partnership in an effort to profile the diversity of climate change and how it relates to a variety of school activities and curriculum.

The Summit featured keynote speaker Elizabeth Yeampierre, a lawyer, environmental activist, and the Executive Director of UPROSE, a Brooklyn-based organization that focuses on sustainability and resiliency efforts through community organizing and education. Ms. Yeampierre spoke about the importance of getting communities of color involved in the environmental cause, and supporting students so their voices are heard.

Over 80 educators participated in two 'Round Robin' sessions which allowed each participant to engage with every partner organization on a variety of climate-related topics. The [event flyer](#) posted online has links to the partner organizations and Round Robin descriptions which provide additional resources.



Notes on Teaching Climate Change

Interview with Yenmin Young, Physics and Sustainable Engineering Teacher, East Side Community High School

One of the biggest challenges I face while teaching climate change is how expansive and how interdisciplinary it is. I initially had difficulty narrowing the focus.

Primarily, I wanted to teach climate change through the lens of the engineering design cycle because I want my students to develop problem solving skills and also prevent them from feeling overwhelming loss, despair, and hopelessness. I want them to realize that they are agents of change and they can solve whatever problems they need to. We identify ourselves as engineers, and the students are able to identify problems on a macroscopic level, and also narrow in and ask more questions about how we define smaller problems within this larger problem of climate change. From there, we develop multiple solutions.

Al Gore's *Inconvenient Truth* was eye opening for the students. We have lots of discussions, and we use

Solar One's Green Design Lab curriculum as well. In one activity students have to design energy infrastructure for a town, within certain parameters, and identify what sources of energy to rely on. They had to develop a solution for the town that would meet the needs of the people.



Yenmin with a mobile solar charging station built by students in her sustainable engineering course

They learn about waste, and they came up with solutions to help NYC become one step closer to zero waste. We called it the "zero waste design project." They came up with awesome ideas like reusable supermarkets, and having an Alexa in your garbage chute or bin at home to help you recycle. The students had an opportunity to be creative in a way that is responsive to the community's needs.

The climate is already changing. Why would we not protect the planet that we live on? Why would we not protect the earth that is the future for our lives and our children's lives? I do not know why this has not hit home for some people, but the students clearly understand that we need to protect the earth. We are damaging the planet, and we need to do better.

CLIMATE CHANGE EDUCATION RESOURCES

CLASSROOM RESOURCES

NASA's Global Climate Change: <https://climate.nasa.gov/>

National Climate Assessment — Summarizes the impacts of climate change on the United States, now and in the future; features 12 key messages with supporting evidence: <https://nca2014.globalchange.gov/>

NASA Climate Change Lessons — Peer reviewed lessons and materials using NASA data <https://mydasdata.larc.nasa.gov/lesson-plans/climate-change-lessons/>

NOAA Climate Education Resources — Free materials for teachers covering topics such as climate impacts, climate monitoring, and the carbon cycle: <http://www.noaa.gov/resource-collections/climate-education-resources>

Intergovernmental Panel on Climate Change (IPCC) — Global climate data: <http://www.ipcc.ch/>

Lamont-Doherty Earth Observatory — LDEO is part of Columbia University and the Earth Institute; free resources to use in the classroom: <http://www.ldeo.columbia.edu/education/educator-resources>

Climate Literacy and Energy Education Network (CLEAN) — A collection of 700 free climate and energy education resources, the collection is searchable by NGSS focus: <https://cleanet.org/index.html>

Stanford & NASA Climate Change Curriculum: <https://pangea.stanford.edu/programs/outreach/climatechange/curriculum>

RiSC (Resilient Schools Consortium) — Prepares students to assess the vulnerabilities of their schools and communities, and create small-scale resiliency projects. NYC teachers interested in using the RiSC curriculum in their schools, email fanoe@nwf.org

Alliance for Climate Education (ACE) Our Climate Our Future — Free videos and new lesson plans for the classroom: <https://acespace.org/our-climate-our-future>

United States Drought Monitor — Tracks drought across the United States and publishes weekly reports: <http://droughtmonitor.unl.edu/>

Sea Level Rise Viewer — View sea level rise and potential coastal flooding impact areas and relative depth: <https://coast.noaa.gov/slr/>

Solar One Green Design Lab: Addresses climate change in each of the 5 curricular units: www.thegreendesignlab.org

Peril and Promise The Challenge of Climate Change — A public media initiative from WNET in New York reporting on the human stories of climate change: <http://www.pbs.org/wnet/peril-and-promise/>

Earth System Research Laboratory-Global Monitoring Division — Monitors daily CO₂ levels and growth rate over last 5 years: <https://www.esrl.noaa.gov/gmd/ccgg/trends/monthly.html>

ARTICLES & STUDIES

When Politics Enters the Classroom: Teaching Climate Change in Schools — NYS School Boards Association Study, August 2017: http://www.nyssba.org/clientuploads/nyssba_pdf/report-teaching-climate-change-08312017.pdf

Yale Program on Climate Change Communication — Research on behaviors and actions, beliefs and attitudes, climate impacts, messaging, and policy and politics: <http://climatecommunication.yale.edu/topic/>

New Science Standards Come to NYS — Short audio clip discussing new NYS standards and a shift in the approach to climate change education: <http://wxnews.org/post/new-science-standards-come-nys-schools-including-new-approach-climate-change-education>

Energy Use in the US Food System — USDA and MIT research looking at energy use in the US Food System. http://web.mit.edu/dusp/dusp_extension_unsec/reports/polenske_ag_energy.pdf

ORGANIZATIONS AND OTHER RESOURCES

CUSP — The NYC Climate and Urban Systems Partnership (CUSP) has free lesson plans and other resources available on their website: <http://www.cuspproject.org/cities/new-york-city#.Wmjel66nG70>

CUSP crowd sourced climate map: <http://www.cuspproject.org/ny/>

Climate Justice Youth Summit — Last year's 6th annual summit was the largest such gathering of young people of color in the country, organized by NYC-based non-profit UPROSE: <https://www.uprose.org/new-events/>

350.org — Guides, templates, visuals and resources to help you organize against the climate crisis: <https://350.org/resources/>

OneNYC — NYC's sustainability plan: <http://www1.nyc.gov/html/onenyc/index.html>

1.5 Degrees Celsius Plan: Aligning NYC with the Paris Climate Agreement — This document outlines specific steps NYC is taking to reduce Greenhouse Gas Emissions: <https://www1.nyc.gov/site/sustainability/codes/1.5-climate-action-plan.page>

Facebook Climate Education NYC: <https://www.facebook.com/groups/ClimateEducationNYC/>

EEAC Visits the Hort Society's New Greenhouse



This spring Pam Ito with the Horticultural Society of New York led EEAC members on an interactive and delicious tour of their new greenhouse at East River State Park. Opened in 2017, this is the first public greenhouse in New York City, offering year round programming and educational opportunities.

On our tour of the greenhouse, we saw that half of the space was dedicated to growing edible plants while the other half housed a botanical collection and benches for enjoying the space. At the end of the tour, we harvested squash blossoms and brought them into the kitchen classroom. We stuffed them with a ricotta cheese and herb mixture and fried them in a bit of oil as the educators explained the new greenhouse programs being developed for school groups and the general public. Some of the topics offered to school groups include birding, cooking with fresh herbs and produce, and green infrastructure.



As the fried squash blossoms cooled a bit, we learned about different botanical oils and how the scents can help us feel more relaxed or energized. We added our own blend of essential oils to melted beeswax and coconut oil poured into small containers to make a soothing hand salve we took home with us. It was a great event and we are excited to see how the programming at the greenhouse evolves and grows.

School groups can book school tours of the greenhouse or in-class programs online at www.thehort.org/nydigs/. Public programs offered at the greenhouse include monthly meditation sessions in the greenhouse and a free family program every Saturday.

Programs offered by EEAC & member organizations

o o o o o THIS SUMMER o o o o o

BROOKLYN BRIDGE PARK CONSERVANCY Learn about sustainable design, history of the Brooklyn Bridge, or the ecology of the Eastern Oyster on field trips for school or camp groups. Families can come to our Environmental Education Center for free during Open Hours to learn about the park's history and ecology. Visit brooklynbridgepark.org or contact: education@brooklynbridgepark.org

o o o o o THIS SCHOOL YEAR o o o o o

CITY PARKS FOUNDATION Learning Gardens School Program Elementary and middle school students can participate in a series of 14 hands-on science lessons throughout the school year, September - June. Lessons are conducted outdoors in a garden during fall and spring, and in the classroom during the winter. Students study pollinators, explore biodiversity and learn how to care for the natural world. Two professional development workshops and supplemental resources are provided for participating teachers. For more information on Learning Gardens school program or to become a school partner, contact mhara@cityparksfoundation.org, call (212) 360-2744 or visit cityparksfoundation.org.

o o o o o SAVE THE DATE! o o o o o

Thursday, December 6, 2018 5-7:00 pm
2018 NYC OUTDOORS! AN ENVIRONMENTAL EDUCATION EXPO
NYU Kimmel Center (60 Washington Square S, New York, NY 10012), 10th Floor

The Environmental Education Expo showcases environmental education resources for New York City teachers and educators, in hopes that more children will have the opportunity to experience and learn about the natural features of our city. About 40 environmental education organizations will come as exhibitors. The Expo is also a great place to look for internships, jobs, and to learn about the environmental and sustainability resources that NYC has to offer. Free for teachers, educators and the general public.

Thursday, December 13, 2018 Time TBD
TEEP (Teacher Environmental Education Preparation) WORKSHOP III

Learn and participate:

- * Hear what's happened since workshops I and II, held at Teachers College and NYU Progress report on the Teacher Environmental/Sustainability Education Clearinghouse
- * Efforts towards the 4-year pilot program to establish 7 full-time paid Sustainability Coordinators in each NYC DOE region
- * Help develop plans to build teacher capacity in Environmental/Sustainability Education (ESE)

Lesson E3 Energy and the Environment

The problem with fossil fuels



The way we make electricity affects your health and the environment. Burning fossil fuels produces a lot of smoke and pollution. The pollution released from a power plant is dangerous to both people and the environment. Air pollutants contribute to poor air quality, and can lead to health issues such as asthma. Air pollutants also mix with clouds to form acid rain. Acid rain carries these pollutants from the air into the rivers, lakes and oceans. Not only are land-based plants and animals impacted by burning fossil fuels, but aquatic plants and animals are too.

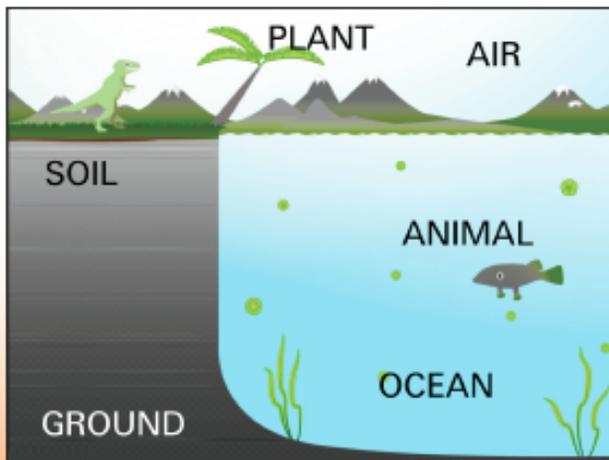
Another problem with fossil fuels is that we do not have an unlimited supply of them. Fossil fuels are nonrenewable because they cannot be replenished (made again) in a short period of time. The opposite of nonrenewable energy sources are renewable energy sources, such as solar and wind that can be replenished quickly.

Energy

19 Fossil fuels and the carbon cycle

Fossil fuels are made up of carbon, so to understand electricity's impact on the climate, it is important to be familiar with the carbon cycle. Carbon is an element: something that cannot be broken down into a simpler substance. Other examples of elements include: oxygen, nitrogen, calcium, iron and hydrogen. The transfer of carbon around the Earth from one reservoir to another is called the carbon cycle. Carbon can be stored in different reservoirs- which is a place where something is stored. Reservoirs where carbon is stored include: the atmosphere, oceans, soil, plants, animals and deep in the ground.

The amount of carbon on the Earth is fixed, meaning that it cannot be created or destroyed, just transferred from one reservoir to another. When carbon is in the atmosphere, it becomes a gas known as carbon dioxide. Carbon dioxide is a greenhouse gas, which means that it is great at trapping heat from the sun.



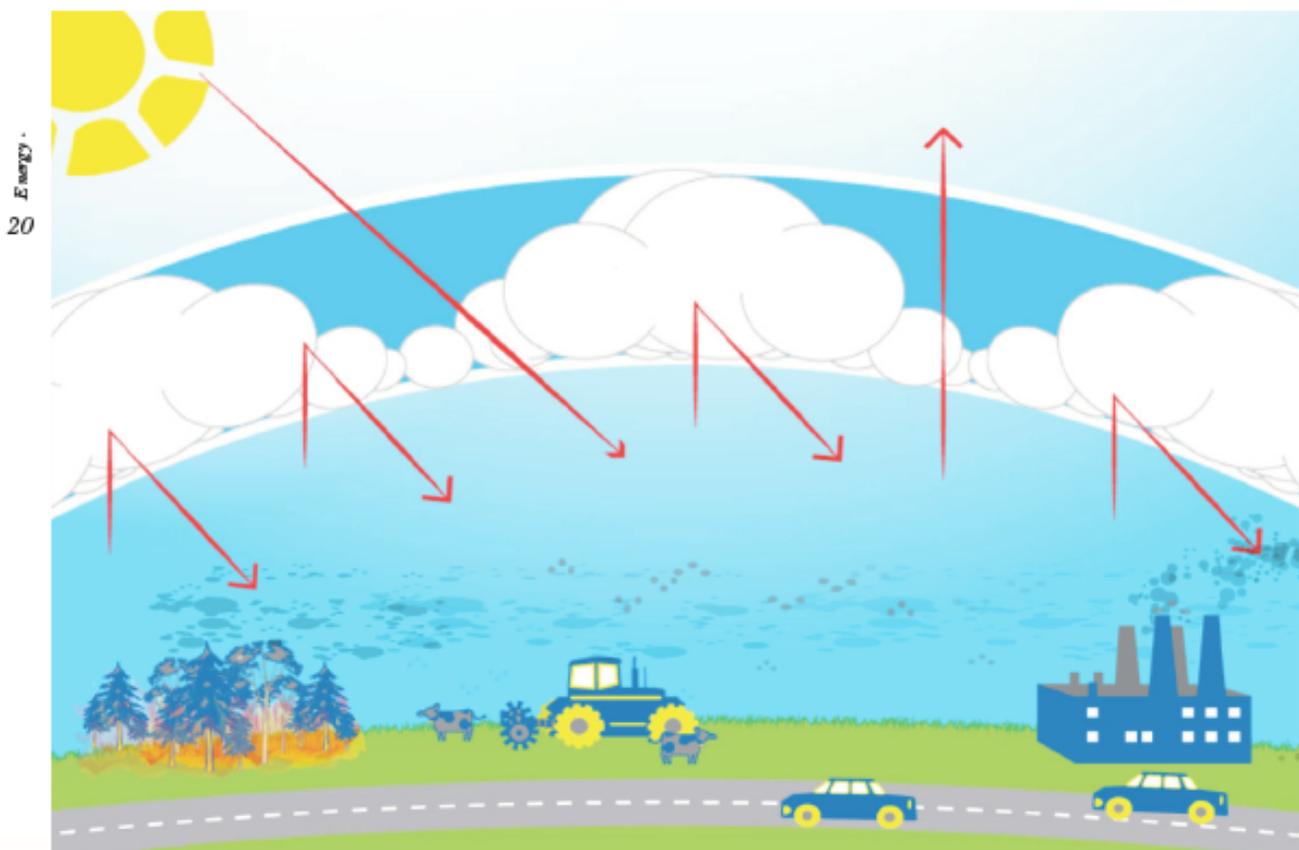
Carbon Reservoirs

The carbon cycle influences the Earth's climate because the more carbon dioxide that we put into the atmosphere, the more the planet warms. Once carbon dioxide is added to the air, most of it does not cycle back into other reservoirs for a very long time- sometimes hundreds or thousands of years. There is not much that humans can do to remove carbon dioxide from the atmosphere once it is there, however, we can limit the amount of carbon dioxide that we put in there in the first place.

Lesson E3 Energy and the Environment

The Greenhouse Effect

When humans burn fossil fuels, carbon is taken out of underground reservoirs and released into the atmosphere as carbon dioxide. Carbon dioxide is a greenhouse gas which means that it traps heat from the sun like a blanket over the Earth. Producing electricity in power plants is not the only way that humans are adding greenhouse gases to the atmosphere. Cars, trains, buses and planes also release carbon dioxide and other air pollutants into the atmosphere. Cutting down and burning trees for wood products and farming is also another big source of atmospheric greenhouse gas. Burning trees is extra harmful to the environment because trees can store carbon for hundreds of years. Farming is also contributing to the increased amount of carbon dioxide in the atmosphere.



The amount of carbon dioxide in the atmosphere has increased dramatically from the levels that were recorded 150 years ago, before the industrial revolution. In 1880, global carbon dioxide levels were approximately 280 ppm (parts per million). In 2016, global carbon dioxide levels passed 400 ppm. The dramatic increase in carbon dioxide is warming our planet and changing the Earth's complex climate systems. The change in climate patterns brought upon by increased greenhouse gas in our atmosphere is called climate change.

Activity E3a Energy and the Environment

How will climate change impact humans and the environment?

Primary

Secondary

Increasing temperature



Sea level rise



Stronger storms



Drought



The JOIDES Resolution has traveled the oceans for 50 years drilling cores from the sea floor to study the Earth's history and processes. The data collected helps scientists understand geology and climate change. The ship is part of the National Science Foundation funded International Ocean Discovery Program.



IN SEARCH OF EARTH'S SECRETS

A Pop-Up Science Encounter

joidesresolution.org/public



Explore 6 interactive kiosks

August 15—31

Flushing Library

4117 Main St, Flushing, NY 11355

www.queenslibrary.org

September 7—14

Children's Library

Discovery Center

@ Queens Central Library

8911 Merrick Blvd, Jamaica, NY 11432

2018 NYSOEA 50th ANNUAL CONFERENCE

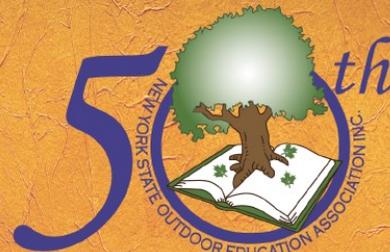
CELEBRATING 50 YEARS OF EDUCATING OUTDOORS

Learn It...Live It...Pay It Forward

Visit the website for more information
and Registration forms.

www.nysoea.org

**CELEBRATING, REMEMBERING
AND CHARTING A COURSE
FOR THE FUTURE**



ANNIVERSARY

1968 - 2018

September 20 - 23, 2018

Greenkill Outdoor Education & Retreat Center
New York YMCA Camp
Huguenot, NY

Photo Courtesy of: Door County (WI) Visitor Bureau

MEMBERSHIP APPLICATION



New member Renewal Date _____

Name _____

Title _____

Organizational Affiliation _____

Home Address _____

City _____ State _____ Zip _____

Organization Address _____

City _____ State _____ Zip _____

Home phone _____

Business phone _____

Email _____

MEMBERSHIP CATEGORY

\$30 Individual \$75 Organization

\$250 Individual Life Membership

Please make checks payable to "EEAC."

Mail completed form and check to:
Attn: Judith Hutton
The New York Botanical Garden
Teacher Training
2900 Southern Boulevard
Bronx, NY 10458

Members are welcome at EEAC Steering Committee meetings, held every 3rd Wednesday of the month. Check our website for these and other events.

www.eeac-nyc.org

EEAC is a 501-(c)3 organization.



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