



New York Restoration Project's First 11 Years: Education Program Thrives at Swindler Cove Park

Who could have foreseen, that fateful day in July 1995, when Bette Midler first rounded up 100 volunteers to join her fledgling organization in cleaning up the Hudson River shoreline of Fort Washington Park, what New York Restoration Project (NYRP) would look like in 2006?

When Bette moved back to New York City in 1994, she was disheartened to discover the state of neglect in which she found many of northern Manhattan's parks. Determined to do something about this sad state of affairs, she took matters into her own hands and founded NYRP in 1995 to work in partnership with the City of New York Department of Parks & Recreation to make a change. The organization has come a long way since then.

NYRP's mission is to reclaim and restore neglected open space in underserved communities and to engage community members in programs that enable them to steward those spaces. NYRP now maintains half a dozen parks in northern Manhattan and the Bronx and nearly 60 community gardens citywide. The newest of the parks and the heart of its education program, is three-year-old Swindler Cove Park on the Harlem River, at the east end of Dyckman Street in north Manhattan.

Swindler Cove Park resulted from a unique partnership between the New York State Department of Transportation (DOT), the City of New York Department of Parks & Recreation (Parks), and NYRP. In 1996, Bette Midler and then NYRP President Joseph Pupello observed local kids watching Columbia University rowers on the Harlem River from the shore of what was little more than a garbage dump. The idea of introducing local youth to the Olympic sport of rowing, which can be a gateway to a university education, was born. Some research revealed that the garbage dump was not only a historic rowing site but had actually been selected by the State for a wetland mitigation project years before. The project was resurrected when NYRP began cleaning up the site.

The State DOT collaborated with NYRP on the design and increased its original one million dollar investment to over eight million dollars for construction of the new park. NYRP, having been designated the official caretaker by Parks, committed to raising private funds to construct a boathouse, endow the Children's Garden, and manage and program the entire park. The fruit of this partnership is Swindler Cove Park (named after NYRP's first and much-loved educator, Billy Swindler), the Riley-Levin Children's Garden, and the Peter Jay Sharp Boathouse.

Swindler Cove Park opened in summer 2003 with local IS 218 students from NYRP's summer program planting the 18 beds of the Riley-Levin Children's Garden, generously endowed by Board Member Barbara J. Riley. In addition to the planting beds, the five-acre park includes a freshwater pond, a salt marsh, and native plantings. The Peter Jay Sharp Boathouse, built on a barge at the shore of the Norwalk River in Norwalk, Connecticut, then pulled by tugboat through nearby waterways, arrived at Swindler Cove on June 16, 2004, in the nick of time for NYRP's annual spring picnic benefit at the site! The rowing program there is led by the New York Rowing Association and provides free training to local public school students.

NYRP's environmental education program now serves approximately 1200 youth per year with weekly, bi-weekly, and one-time programs offered during the school day, after school, and in summer. Its school-year, 12-lesson curricula include Garden Science, Forest Science, and Aquatic Science and incorporate New York State education standards, while after-school, Saturday, and summer programs add rowing on the Harlem River and building replicas of historic Whitehall rowboats to the mix. Educators and their students are kept busy with activities such

-Continued on page 7

UPCOMING EEAC EVENTS.....

Steering Committee Meetings

EEAC Steering Committee members meet on the third Wednesday of every month (except August). Upcoming EEAC Steering Committee meetings are November 15, December 20, January 17 and February 21. Steering Committee meetings are held at New York University, Pless Building, 32 Washington Square Park East and Washington Place in the 5th floor Conference Room. 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.

Meetings are occasionally held at New York City sites associated with our members. Please be sure to contact an EEAC Steering Committee member or visit the EEAC website at www.eeac-nyc.org to confirm meeting location and schedule.

Newsletter Deadlines

The Newsletter deadlines are the first Monday in April, July, October and January. Send articles as Microsoft Word attachments to lmiller296@aol.com.

Newsletter Committee

Meg Domroese
Kim Estes-Fradis
Michelle Fufaro
Joy Garland
Jane Jackson
John Lancos
Regina McCarthy
Jay Holmes
Lenore Miller, Newsletter Editor
Betsy Ukeritis



The Environmental Education Advisory Council (EEAC) would like to acknowledge the support of the New York City Department of Environmental Protection (DEP) for helping to produce the EEAC newsletter. Visit the DEP Web site at www.nyc.gov/dep, email educationoffice@dep.nyc.gov or call (718) 595-3506 for information about DEP's education resources for students and teachers.

ENVIRONMENTAL EDUCATION ADVISORY COUNCIL

c/o Mr. Jay Holmes
American Museum of Natural History
Central Park West at 79th Street
New York, NY 10024
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.

EEAC OFFICERS

Terry Ippolito, Chairperson
Barry Weinbrom, Vice-Chair for Programs
John Pritchard, Membership Secretary
Jay Holmes, Treasurer

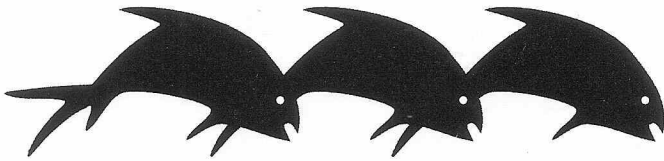
STEERING COMMITTEE *

Gail David, Elementary School Science Association
Kim Estes-Fradis, NYC Dept. of Environmental Protection
Michelle Fufaro, Brooklyn Center for the Urban Environment
Joy Garland, Stuyvesant Cove Park Association, Inc.
Jay Holmes, American Museum of Natural History
Terry Ippolito, U.S. Environmental Protection Agency
Pamela Ito, The Horticultural Society of New York
Jane Jackson, New York Restoration Project
Marcia Kaplan-Mann, Environmental Quest/UFT
John Lancos, National Park Service
Mary Leou, New York University
Barbara Miller, NYC Board of Education
Regina McCarthy
John Pritchard, Grover Cleveland High School
Claudia Toback, Science Council of New York City
Betsy Ukeritis, NYS Dept. of Environmental Conservation
Barry Weinbrom, After School Activity Programs (ASAP)
Jill Weiss, Consultant

*Affiliations for identification purposes only.

GET CONNECTED!

If you are a member of EEAC and want to be part of information sharing and on-line discussion on the EEAC listserv, contact:
Cfranken@schools.nyc.gov



Dear EEAC Members,

I was recently in the audience when a scientist did a presentation on the atmosphere/ocean interface.

When the time came to mention how "one person can make a difference", the example used was someone who was in the media spotlight. And while it may be true that celebrities can heighten awareness about environmental issues, the example totally missed the point.

Each of us makes a difference. And most of us will not get the chance to speak to a national or world-wide audience.

BUT, we each can in our own lives and in the lives of students change the many small things we do that have an environmental impact. You have likely heard them before but they bear repeating:

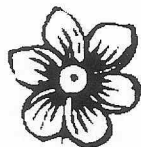
- use energy efficient lights and appliances wherever possible;
- support efforts to improve mass transit;
- use less paper;
- turn off and/or disconnect electrical appliances when not in use and be aware that "sleep mode" is NOT "off";
- treat water as a precious resource and use it wisely;
- when driving to do errands, do as many as possible at once and plan the route to use less gas and cause less pollution; and
- end each classroom day with a check on how well students have cleaned up the world within their classroom walls.

Each seems a small thing. But when done by many, and when done every day, the effect is multiplied and, yes, it does make a difference. The everyday efforts become habits that foster environmental stewardship.

I applaud your everyday efforts to teach about the environment. Keep up the good work!

I hope to see YOU at the EEAC Annual Meeting on November 15 (see announcement on this page).

With best regards,
Terry Ippolito, Chair



EEAC ANNUAL MEETING WED., NOVEMBER 15, 2006

*The New York Museum of Water
525 W. 23rd St, just west of 10th Ave.*

4-5 p.m.

Business Meeting, all are welcome

5-6 p.m.

Elections, raffle, tour of the museum

Bring an item for the raffle!

Bring a friend!

**Share information, network,
socialize, distribute literature**

REFRESHMENTS WILL BE SERVED.

**Visit the museum website at
www.nymw.org.**

The New York Museum of Water features the most comprehensive collection of water-related artifacts and exhibits ever placed on public display. The stories of individual human beings in contact with water, told through film, interactives and state-of-the-art exhibits, provide a dynamic context to foster an understanding of water and its impact on current and historic events.

More info?

Call Barry Weinbrom 718-965-9814



Environmental Education Resources:

WEB SITES

<http://enature.com/home/>

Enature.com offers localized field guides with the ease of typing in your zip code. It hosts an "Ask an Expert" section where you can email a question to a wildlife expert, a bird expert, or a backyard expert, or for kids, they can ask Ranger Rick a question! There is a section for gardeners where you can find recommended plants for your state and a "Bird of the Day" section where you can listen to the bird's call. The site is hosted by the National Wildlife Federation.

<http://www.enaturalist.org/>

Enaturalist.org is a on-line publication by the Roger Tory Peterson Institute of Natural History. The publication offers a weekly (during the school year) environmental education unit complete with artwork, text, activities, and links to other web sites. Each lesson has the "Quick Read" version for K - 3rd grades or the "Full Read" version for 4th - 8th grades. You also have access to a naturalist for questions.

BOOKS

Teaching Green: The Elementary Years (2005)

Tackling the challenge of teaching basic concepts while nurturing children's respect and stewardship for the natural world, Green Teacher's newest book offers activities that engage students mentally and physically. There are 50 kid-tested teaching strategies to use in an interdisciplinary, hands-on learning setting, whether in the classroom or at a nature center.

Teaching Green: The Middle Years (2004)

This book, also edited by the Green Teacher magazine team, focuses on meeting the challenge of finding developmentally appropriate teaching ideas that engage students mentally, physically, and emotionally in grades 6-8. Working well in the formal and non-formal settings, these teaching strategies promote learning about natural systems and foster critical thinking about environmental issues.

To learn more about or order either of the above books, visit <http://greenteacher.com/>. Both books are US\$22.95 for a single copy. You can save \$6 by ordering two copies or more (US\$16.95), so you might want to see if anyone else is ordering a copy! Also look for Teaching Green: The High School Years in January 2007!

Betsy Ukeritis

In Memoriam Millard Clements 1924-2005

A little over a year ago, the environmental education community lost a dear friend with the passing of Professor Millard Clements. Millard made extremely important contributions to environmental education locally, regionally and globally.

Together with Tom Colwell, he founded the Masters Degree Program in Environmental Conservation Education at NYU. That program spawned many significant practitioners and thinkers in the field of EE. He was secretary of the Environmental Education Advisory Council for many years and was a member of the EEAC steering committee for a generation. He performed many tasks, both large and small, including arranging for EEAC's meeting place at NYU, and providing his apartment along with excellent coffee, cookies, and a great view, for EEAC's executive committee meetings.

Millard was a leading figure in the Chancellor's EE task force under Chancellor Joseph Fernandez and wrote and collated much of the task force report.

Millard was one of the founding members of Teacher Environmental Education Preparation (TEEP), an effort to convince New York State colleges of education to infuse more EE into teacher preparation programs. As a result of his efforts, NYU became a major player in this effort. He also participated actively in the 80's in EEAC's work to infuse the State Education Department syllabus with environmental concepts.

Millard's global work was groundbreaking. He was one of the first to realize the importance of the new technologies to environmental education. He globetrotted, teaching others about computers and the internet as tools to communicate our environmental concerns and to form coalitions for change.

In this vein "Youth Can", an international youth organization and conference which brought together young people, and their teachers and parents to share their projects, voice their concerns and organize for change, was his pride and joy

Millard had an international reputation. He gave the commencement address at a major Japanese University and was constantly being asked to play important roles in international conferences.

While I am saddened by his passing, I am heartened that his work and influence will be with us for many, many years to come.

BOOK BUZZ



Welcome, Brown Bird is the story of two boys who live in different parts of the world and who wait each year for the sound of the wood thrush song. Like *Flute's Journey*, by Rebecca Cherry, it addresses the threats to this 'flute-like' sounding bird, the wood thrush. In *Welcome, Brown Bird*, Mary Lyn Ray reaches a young audience in a colorful poetic way. The book can also be used for older students. Although they do not know each other, the boys in this story bring the same message to their fathers; do not cut down the woods, the wood thrush lives there. One child lives in the US or Canada while the other boy lives where the wood thrush migrates to each fall, somewhere in Central or South America. The magnificent illustrations by Peter Sylvada add to the simple beauty of this book as we follow the wood thrush's life in the north, her migration south, life in the Spanish-speaking world of the Americas and finally the return migration north.

Although it is listed for ages 3 to 7, I would also use it with older children to support learning about migration and habitat protection. *Welcome, Brown Bird*. By Mary Lyn Ray, Illustrated by Peter Sylvada. Harcourt Inc. 2004

Another recent publication by Pete Salmansohn and Steve Kress is called *Saving Birds: Heroes Around the World*. Some may be familiar with Steve Kress and his own rescue efforts for the Atlantic Puffin off the coast of Maine. Pete Salmansohn has been working with Steve in recent years in various education projects and books. (Pete has also been working with our NYC program Operation Explore off and on for the last 20 years. His first involvement was as education director at Taconic Outdoor Education Center and currently he is working with some of these Operation Explore groups now at Audubon's Constitution Marsh Nature Center.)

In their current book together they travel around the world to highlight other heroes of the bird world. The birds they focus on are: Black Robins in New Zealand; Quetzals in Mexico; Hornbills in Sarawak; Black-Necked Cranes in China; Lesser Kestrels in Israel and Murres in California.

-Continued on page 7

National and International EE News Column

Project Learning Tree® Premieres New Secondary School Curriculum

Project Learning Tree (PLT) has developed a new supplementary education program, **Exploring Environmental Issues: Places We Live**, for grade 9-12 students to develop their sense of place and investigate environmental, social, and economic issues.

The U.S. population will grow from 205 million in 1970 to nearly 400 million by 2040. How communities develop and grow profoundly impacts their character, environmental quality, public health and quality of life.

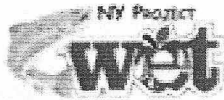
This new secondary school module connects students to the places they live so they will care about and influence the decisions being made about those places. Eight inquiry-based and interdisciplinary activities get students exploring their own neighborhoods, learning about their community's development and appearance through time, and involved in local community action projects. "Problem-solving exercises give students an awareness of the environmental, social, and economic impacts of decisions connected to community growth and change," said Al Stenstrup, Director of Curriculum for Project Learning Tree. Activities can easily be adapted for adult or middle school audiences, and are correlated to national and state education standards in social studies and science. The curriculum has been piloted by high school teachers across the country.

Educators can obtain a copy of the PLT's Places We Live module by attending a PLT professional development workshop. For more information about Exploring Environmental Issues: Places We Live or attending an educator workshop, visit <http://www.plt.org> or call 202-463-2462.

Recycling Poster Contest for Schools

New York Recycles, a program of the New York State Department of Environmental Conservation, is holding their 6th Annual Poster Contest for K-12 students across the state. Twelve winning entries will become part of the 2007 New York Recycles Calendar. Entries must be received by May 25, 2007. For complete rules contact Debbie Jackson at 518-402-8705 or contact John Lancos at Gateway at 718-354-4560. Or visit New York Recycles at www.dec.state.ny.us/website/dshm/recdrecy/prules.htm.

John Lancos



Watershed Works Adapted by NYS Project WET

Materials:

- Crayola (water soluble) markers: 3 different colors per group (a light, dark, and other color)
- Piece of freezer paper (found at any supermarket; has a waxy side and a regular paper side; 12 inches square is a fine size)
- Spray bottle filled with water (one per group of 4-5 to share) (*note: do NOT hand out sprayer until absolutely needed!)
- Aluminum baking trays (the cheap ones) for the paper to be put in when it is sprayed

Keywords/Concepts:

watershed, drainage basin, precipitation, drainage, ridges, valleys, community planning, stormwater, erosion

Activity:

1. Talk about watersheds and drainage basins (Although many people use the words interchangeably, DBs are the larger entity so there can be many watersheds within a drainage basin).
2. Break the students up into groups of 3-4 students and pass out the 3 markers per group and one sheet of freezer paper to each group (one tray to each group if you have enough) and explain that the tray (or paper) is their drainage basin.
3. Assign jobs to students (Marker Person, Paper Person, Other Person, etc)
4. Have the Paper Person crumble the paper into a tight ball and then gently un-crumple the ball ... but do NOT flatten the paper... they want highs & lows!!
5. Have the Marker Person assign a group member to use the darkest marker (decision made by Marker Person alone) to trace all of the ridges (high lines on the paper). These are the mountain tops or areas of highest elevation.
6. Have the Marker Person assign another group member to use the lightest marker (decision made by Marker Person alone) to trace all of the valleys (low areas on the paper) these are the areas where water would collect or streams would flow.

7. Have the Marker Person use the last color to add in the community (teachers can add other parts of the local community as they see fit)... or have the class talk about what a community is and what are some of the usual things in all communities and what are special things found in their community. Basics needed are: one house for each group member (each choose where they want their own house) school (group decision) church with cemetery (group decision) mall with parking lot (group decision) fast food restaurant- separate from mall (group decision) roads to connect everything

8. Talk about decision making— how did the groups decide where they were going to put the school, church, mall, etc. and that their papers are a model of a community.

9. Now the spray bottles come out... depending on the kids, have the Other Person get a spray bottle and “rain” on the community... instruct the kids that they want enough rain so that there are “lakes” forming.

10. Observations to make

Have the students count the number of watersheds in their drainage basin (number of lakes) Did any of their community end up under water? Why is it bad for these community basics to be washed away or underwater? (Fast food & mall = jobs, cemetery, if old, can pollute drinking water with chemicals, etc.) What color are the lakes? Are they clear water? A light color? A dark color? A mix of the 3 marker colors? What does this mean? How is this like erosion? And stormwater... what is on the ground ends up in our streams, lakes, and sounds! What can they do to help this? Talk about Community Planning and zoning areas and why these are important. Ask what they would do differently if they did the exercise again...would they move things? Also, what could they do if they couldn't move things? (Introduce stormwater sewer systems, drainage systems, etc.) Simple definition of a watershed: a place where water collects and drains to.

Remember: whatever is put on the land winds up in the water... Are you sure you want to drink that??

Betsy Ukeritis



New York Restoration Project's First 11 Years: *Continued from page 1*

as amending soil, sowing seeds, comparing soils in beds exposed to different treatments, bird watching, investigating layers of the forest, keying out a variety of aquatic vegetation, mapping watersheds, testing water quality, seining for aquatic invertebrates and fish, and maintaining a collection of oysters (through NY/NJ Baykeeper's Oyster Gardening program). Education partners include local public schools, the Children's Aid Society, and nearby community and senior centers. NYRP also offers biannual teacher training programs (including November 7, 2006!) that encourage school teachers (and others) to introduce their students to outdoor science or to take environmental education concepts into the classroom.

While most of NYRP's program partners at Swindler Cove are based in northern Manhattan, field trips offered by its aquatic educators make organized one-time visits possible for other schools. The park is open to the public daily, and welcomes teachers who want to organize their own trips and activities. For more information about programs or Swindler Cove Park call Jane Jackson, NYRP's Director of Programming, at 212-333-2552, or Edwards Santos, Swindler Cove Park Manager, at 646-733-7922. Or visit www.nyrp.org.

Jane Jackson

Book BUZZ *Continued from page 5*

In many of these situations, we are made aware that saving these birds may mean a clash of cultures and even affect the survival of the people who live in these areas. These heroes show how we can work with these peoples to preserve these endangered birds without threatening their cultures or livelihood, an important message for our students. The people of these places are just as important as the birds we want to save and they cannot be lost any more than the species that we need to protect.

The book ends with resources and suggestions for teachers in using this book. I would suggest using this book with grades four through eight.

Saving Birds: Heroes Around the World, by Pete Salmansohn and Steve Kress. Audubon Books. 2003

Regina McCarthy



After School Activity Programs, ASAP

is presenting

ANATOMY and EARTH SCIENCE

in the fall and CHEMISTRY in the winter.

**For a full description of what we do, visit
our web site at**

www.asap-hoso.com.

Each after school program registers only 12 students who meet for an hour and a half once a week for eight weeks. Children, teachers and parents love the programs. If you would like to bring these exciting science enrichment programs to your school and become an instructor for ASAP please call Barry Weinbrom ASAP Director at 718-965-9814.

MEMBERSHIP APPLICATION 2006-7

☐ New Member

☐ Renewal

Name: _____

Address: _____ Apt. _____ Zip Code _____ - _____

If sustaining Organization, Name of Contact Person _____

Business Phone () _____ Home Phone () _____

Affiliation (for categories other than Sustaining Organization): _____

Title/Position: _____

Address (for categories other than Sustaining Organization): _____

Mail address: _____

Please check the appropriate calendar year membership category:

☐ \$ 20 Regular ☐ \$ 50 Sustaining Organization ☐ \$200 Individual Life Membership

Please make checks payable to EEAC. Thank you! EEAC is a 501-C-3 organization.

I would like to become involved in a committee.

Please provide me with information about the following committees:

☐ Exhibits ☐ Newsletter ☐ Programs ☐ Technology ☐ EEAC Commemorative Fund
☐ TEEP (Teacher Environmental Education Preparation)

Please complete the application and mail it, with your payment, to:

Jay Holmes, EEAC Treasurer, c/o Education Department. American Museum of Natural History,
Central Park West at 79th Street, New York, NY 10024



NEW YORK NY 100

23 NOV 2005 PM 2 T

ENVIRONMENTAL EDUCATION ADVISORY COUNCIL

Jay Holmes
c/o Education Department
American Museum of Natural History
Central Park West at 79th Street
New York, NY 10024
EEAC Web site: www.eeac-nyc.org

