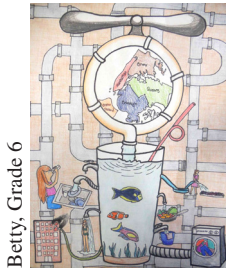


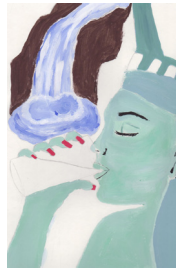


NYC DEP's 28th Annual Water Resources Art & Poetry Contest New York City Department of Environmental Protection (DEP)

by Risa Cheung, Stony Brook University, Jasmin Wang, New York University
(DEP) Environmental Education Interns



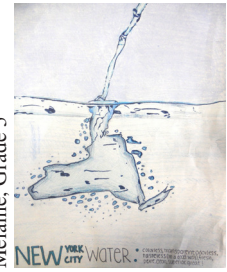
Betty, Grade 6



Dabora, Grade 7



Stavrin, Grade 11



Melanie, Grade 5

For more than 25 years, the NYCDEP, Office of Education has educated the City's youth about relevant environmental concerns. Themes have included NYC's water supply, wastewater treatment, sound and noise quality, green infrastructure, climate change and more.

The agency offers a wide variety of free programs and resources, including class visits, school assemblies and educational programs at its Visitor Center located at the Newtown Creek Wastewater Treatment Plant in Brooklyn. DEP also offers funding for bus tours of NYC watersheds, the popular Trout in the Classroom program, and organizes special annual events, such as *The City that Drinks the Mountain Sky* theatrical performance and the Water Resources Art & Poetry Contest. These programs give students great opportunities to creatively express themselves while raising awareness about critical environmental issues.

Celebrating Water through Art

In February, students of schools located in NYC and the East- and West-of-Hudson watersheds were invited to create original art and poetry that reflect an appreciation for our shared water resources. They were free to use these media to interpret one or more of the contest's four themes this year:

- (1) Water – A Precious Resource: Highlight the importance of the quality of our tap and harbor water.
- (2) NYC Water Supply System: Understand the history of NYC's drinking water system.
- (3) NYC Wastewater Treatment System: Examine how NYC treats more than 1.3 billion gallons of wastewater every day.
- (4) Stewardship – What Can I Do to Help?: Bring attention to value of water, ways to conserve it, and the NYC Green Infrastructure Plan as a cost-effective storm water management strategy.

Submissions included watercolor paintings, drawings, photography, and even videos. Entries were judged on creativity

in interpreting contest themes, accuracy, originality and skill. On May 15, 2014, DEP hosted an awards ceremony honoring the young winners of the 28th Annual Water Resources Art & Poetry Contest. This year, more than 580 pieces of original artwork and poetry were submitted by students from grades 2-12 representing 68 Watershed and NYC schools. Held at the Borough of Manhattan Community College Tribeca Performing Arts Center, the ceremony honored all 675 participants as DEP Water Ambassadors and declared 39 winners as Water Champions. The winning submissions can be viewed on [DEP's Flickr page](#).

Over 800 guests attended the ceremony, which included an assortment of performances, ranging from poetry readings to song and dance. A poetry slam featured professional poets Mahogany L. Browne and Venessa Marco reading aloud poems by selected students. Dream Team, a group of students from the Washington Heights Expeditionary Learning School (WHEELS), performed a rap song about water and combined sewer overflows (CSO). Another group, from the Brooklyn International High School (BIHS), choreographed and performed a dance depicting the movement of water and a song about the movement of water. The ceremony concluded with remarks from Reggie Harris, Poetry in the Branches Coordinator at the Poets House and a toast to the Water Ambassadors and Champions. The fanfare surrounding the contest creates an exciting environment for students, honoring them for their environmental stewardship.

As the agency charged with managing the drinking water supply and wastewater treatment for the largest city in the United States, DEP emphasizes raising awareness about the importance of NYC's water supply and wastewater infrastructure. The art and poetry contest establishes a creative way for communities to become engaged in learning about these systems.

Look for DEP's 2015 contest which will be announced next February on the DEP website: www.nyc.gov/dep.

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. All 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 lmiller296@aol.com. The newsletter deadlines are the first Monday in February, June and October. We would love your ideas!

Newsletter Committee & Contributors

Kim Estes-Fradis
Joy Garland
Lenore Miller, Newsletter Editor



Water Flow

Beautiful sound of water,
Running through the rocks.
Floating through the streams,
To drink in New York City.

By Mauricio, Margaretville Central School,
West of Hudson Watershed



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 website 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

Judith Hutton
The New York Botanical Garden
Teacher Training
2900 Southern Boulevard
Bronx, 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.

EEAC Officers

Judith Hutton, Chairperson
E. Shig Matsukawa, Secretary
John Pritchard, Treasurer
Jacqueline Pilati, Program Chair

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"Jacqueline Pilati, City Parks Foundation
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Mike Zamm, GrowNYC

* Affiliation for identification purposes only

GET CONNECTED!

The EEAC listserv has migrated to a new home at EEAC-NYC@googlegroups.com. If you are a member of EEAC and would like to join the listserv contact Carol Franken at carolfranken@gmail.com

MESSAGE FROM THE CHAIR

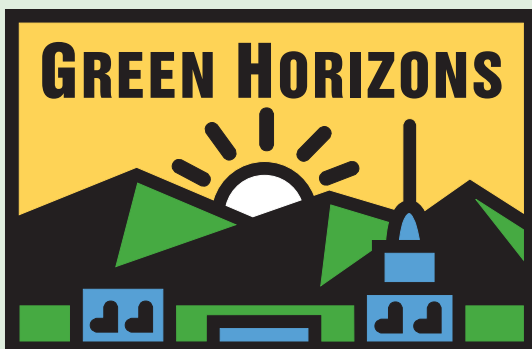
As the school year ends and the summer begins, many of us look forward to getting out into New York City's amazing environment. This issue will provide a sneak peak at other events that can get you outside this summer! Whether you are looking for education, adventure or just some time in nature you will find it in this issue.

EEAC kicked off the summer with a tour along the High Line, which focused on how native plants benefits urban wildlife. Check the EEAC NYC website for the most up to date information about programs and meetings. Be sure to sign up for our Google Group and like our Facebook page to keep up with environmental education news, jobs and events across the EE community.

Before we know it, fall will be here and the school year will begin again. Our 40th Anniversary party and Annual Meeting is scheduled for Tuesday, November 18th between 7-10 pm at Brooklyn Brewery. You won't want to miss it, so get it on your calendar early!

Enjoy the rest of your summer!

Judith Hutton



GREEN HORIZONS

Now in its 19th year, Green Horizons was started when a group of educators from EEAC decided to do something about introducing students to environmental careers. We reached out to the “green professionals” such as arborists and foresters as instructors. Over time, the offerings became broader to include horticulture, landscape architecture, environmental education, water and air quality monitoring, among others.

Under the leadership of Nancy Wolf, we secured long-time sponsors, Con Edison, Bartlett Tree Expert Company, and Davey Tree to whom we are particularly grateful.

The day-long event moves around the 5 boroughs each year and this year's event will be held at Snug Harbor, Staten Island Botanical Garden on Thursday, October 16th.

This FREE, “hands-on” career day is designed for middle school students, primarily 7th graders. Each participating school is entitled to bring 10 students, under the leadership of the guidance counselor or science teacher. There will be approximately 20 stations this year, with each participant involved in two stations. We are looking for environmental educators to help present at our stations and anyone who would like to participate is welcome. Contact Nancy Wolf at jlnwolfinc@aol.com or (718) 834-4589.

BOOK BUZZ | PRINT AND DIGITAL

Lynn Cole



Pollination season really did get here and all the more glorious after months of cold that lived up to all the attributes of a northern winter! Here are three digital and three print resources to explore on the go, in the garden or a favorite spot for reading with kids.

Pollination2Plate developed by the University of Nebraska-Lincoln, teaches pollination process and how that relates to our sustenance. Intended for ages 13 and up, the app opens with information about pollination. You can hop right on to the game without the tutorial. The play is quick, in 3 levels and includes wind and indirect pollination with comestibles as variable as fried chicken and pumpkins. *Pollination2Plate* was an **APP of the Week** pick by Ms. Wise Owl, a **County Extension educator in Illinois**. Her blog is worth checking out: <http://www.mswiseowl.info> FREE for Android, iphone and ipad, available in the usual places – itunes and google play.



Pick the Pollinator from PBS/NOVA, old hands at introducing science to the public and associated educational resources, does show its age.

Nonetheless, it is well done with

beautiful photos and solid information. Further dating this, but also an advantage for some, this is an online interactive and available as an old school, printable document. <http://www.pbs.org/wgbh/nova/nature/pollination-game.html>

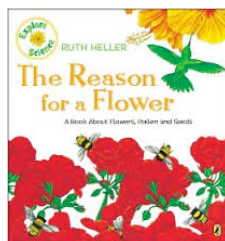


Our friends at the Pollinator Partnership have a fantastic app for the gardeners whether planning with kids for the pollinators or for the

sheer joy. This app gets rave user reviews! Makes me want a garden and a green thumb. FREE for Android, iphone and ipad @ itunes and google play.

“With the BeeSmart™ Pollinator Gardener’s easy user interface, browse through a database of nearly 1,000 native plants. Filter your plants by what pollinators you want to attract, light and soil requirements, bloom color, and plant type”.

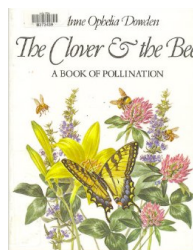
Now for print materials, 3 classics that stand the test of time



The Reason for a Flower: A Book About Flowers, Pollen, and Seeds, by Ruth Heller

The vibrant illustrations pop off the page, accompanied by lighthearted, rhyming text that is accurate while short and highly digestible. This book is appealing for ages 5 and up.

The Clover & the Bee: A Book of Pollination by Anne Ophelia Dowden



Moving up the age range here, this volume also features beautiful illustrations, more in the style of botanical illustration. There is more detail in image and the text, for grades 5 and up.

The Honey Makers by Gail Gibbons offers a window on



the world of the honey bees, more pollinator focused than the previous books. Gibbon’s illustrations are bright and cheerful, perfect for younger children, ages 4 to 8 years. Follow it up with a bread and honey snack and a stroll to hunt for honey makers in action.

40

**Please join us on Tuesday,
November 18th at 7pm as
we celebrate EEAC's 40th
Anniversary at the Brooklyn
Brewery. Like EEAC NYC on
Facebook for more details
and ticketing information.**

REPORTS FROM THE FIELD

Lynn Cole

The Wallerstein Collaborative The workshop entitled Climate Change and Environmental Education: Framing Perspectives held on June 3rd at New York University was attended by 95 environmental professionals from the New York metropolitan area and beyond. The workshop featured presentations from panelists: journalist John Carey, environmental psychologist John Fraser, sustainability and environmental justice expert Kari Fulton, climate change educator and activist Caroline Lewis, and aquarium and science educator Billy Spritzer. They presented their perspective on climate change and how EE needs to change in order to address this important environmental issue. The workshop was facilitated by Judy Braus, (NAAEE), Marianne Krasny, (Cornell University), Anne Umali Ferguson (EECapacity) and John Fraser (New Knowledge Organization).

Panelists argued for more advocacy, the need to work with other sectors, the use of new and innovative ways to reach broader audiences, and possibly draw from civil rights and other social movements in bringing about change. They emphasized the urgency to act NOW rather than wait for the next generation to solve problems of the present. Participants engaged in a number of interactive group activities and generated fresh ideas on how we might respond to climate change and the implications for environmental education.

The workshop also featured a presentation on the key findings of research on the response of environmental education organizations to Hurricane Sandy conducted by PhD candidate, Bryce Du Bois. This report can be downloaded through the following link: <http://civeco.files.wordpress.com/2013/09/2014-sandy-ee.pdf>

A complete summary and workshop outcomes will be posted on the EECapacity website: <http://www.eecapacity.net/> The workshop was sponsored by EECapacity, Association of Zoos and Aquariums, Cornell University Civic Ecology Lab, EEAC, New Knowledge Organization, NYU Wallerstein Collaborative for Urban Environmental Education, and NAAEE.

The River Project (TRP) offers field trips to the general public, camps and students of all ages in the NYC area to promote education and conservation on the Hudson River, with a focus on experiential education and exploration. TRP also offers weekly Wetlab Look-ins on Tuesdays and Thursdays for the public to see our facility, as well as the fish and other animals found in the River. For more information, email our educator Elisa (elisa@riverprojectnyc.org) or lab manager Nina (nina@riverprojectnyc.org).

NWF-Two program opportunities for the school year 2014-2015

U.S.-Taiwan Sustainable Schools Program for 5 NYC Eco-Schools

We're looking for 5 schools to participate in the U.S.-Taiwan Sustainable Schools program in 2014-15! The program is a partnership between the U.S. EPA, EPA Taiwan, and NWF Eco-Schools. Your school will be paired with a sister school in Taiwan to collaborate on sustainability projects. Email fanoe@nwf.org for more information. Apply by September 30, 2014.

“Growing a Wild Brooklyn and Queens” Grant Program for 10 NYC Eco-Schools in 2014-15

This program will create inter-generational working groups comprised of students and teachers from ten NYC Eco-Schools in Brooklyn and Queens, local seniors and college-age conservation interns. The groups will come together – to learn about gardening with native plants; they'll create pollinator habitats at school and in the local community. Small seed grants available for participating teachers. Email fanoe@nwf.org for an application. Deadline: June 26, 2014

The Horticultural Society of NY and Queens Library's Children's Library Discovery Center

are partnering to present Read and Seed programs every Monday in July, from 2:30 - 3:15 pm. These programs give urban kids and their families a chance to get their hands dirty (at the library, no less) while building their environmental and science literacy. Topics include transplanting veggies, measuring worms, sniffing heavenly herbs and more! Each session includes a hands-on activity, an art activity and reading a related story. The Children's Library Discovery Center, part science center and library is located at Queens Central Library, 8911 Merrick Blvd. in Jamaica, Queens, conveniently located near the F train.

lesson topic: **Seasonal Changes**

overview

These lessons gives students an opportunity to observe and record the seasonal changes that occur in the garden prior to the winter season.

objectives

Students will learn:

- the signs of seasonal change such as the change in the length of the day/less daylight/change in the sun's angle, the change in plant growth, and the reappearance/disappearance of certain animals in the garden.
- the skill of recording these changes over time.
- the skill of creating graphs to record their observations.

materials

For this lesson, you will need:

- journal page (sample attached)
- clipboard
- pencil
- samples of signs of Fall such as colorful leaves, seed pods, Fall fruits (squashes, gourds, apples, etc.)

resources

Read the book:

"It's Fall," by Linda Glaser

learning activity

1. Begin the lesson by reviewing the four seasons: winter, spring, summer and fall.

2. Ask the children "What are some signs that it is Winter? Spring? Summer? Fall?"

3. Explain to the students that today's lesson is about the seasonal changes in Fall. Have a discussion to see if the students have noticed any signs of Fall on their way to or from school. Some examples might include: the sun setting earlier/days getting shorter; leaves changing color; geese migrating, flying overhead in a V-formation; the appearance of monarch butterflies, heading South; the days getting colder; squirrels gathering and burying acorns; and plants ending their growing season, drying out and seeds all around to be saved for the next growing season. Share samples with class.

4. Whenever possible, once Fall officially begins, have the children observe the seasonal changes in the Fall and record them on the attached (sample) journal page.

5. After data is collected, have the children create various graphs to illustrate the observations they made (ie. variety of animals they observed and the number of times they observed them; the variety and number of seed pods they collected).

extending the lesson

Continue the fun by:

Having students save seeds to plant in the next growing season, or to create a mosaic!

lesson topic: **Seasonal Changes**

My Garden Journal

Here are some possible ways the students can observe the seasonal changes:

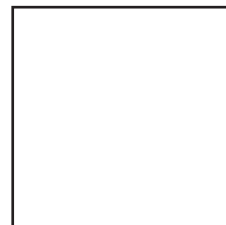
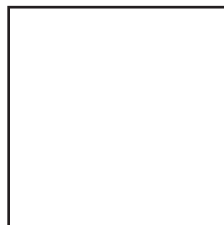
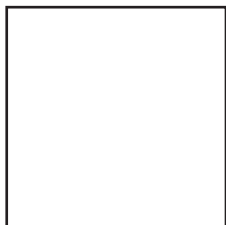
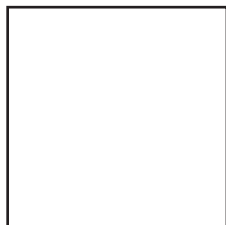
1. Take note of the change in the length of the day over the course of four weeks (for example, from mid-September to mid-October). Have students use information from weather maps/ reports to do this.

Date	Time Sun Set	Date	Time Sun Set	Date	Time Sun Set

2. Take note of the animals in the garden and the signs they show that the seasons are changing.

Date	Today I saw:	Date	Today I saw:

3. Take note of the various seeds you find in the garden. Draw (or glue) and label them below.





Would You Like To Enjoy a Week, a Semester or a Summer Course in Costa Rica?

by Joy Garland

Every educator and environmentalist should know about the Earth Charter and the UN University of Peace in San Jose, Costa Rica. This January, I participated in a one week intensive course there titled, "The Earth Charter and Sustainable Development", facilitated by visiting professor Dr. Sam Crowell of the California State University-San Bernadino. Sam co-authored the book "The Re-Enchantment of Learning: A Manual for Teacher Renewal and Classroom Transformation" published by Corwin Press and his newly released book, "Emergent Teaching: A Path to Creativity, Significance, and Transformation". Course participants came from the Netherlands, France, Australia, Brazil, Chile, Mexico, the Dominican Republic, United States and Puerto Rico. I was "on fire" with a renewal of spirit to engage in our mutual effort to reach the citizens of our respective countries through education in order to win back the Earth from the corporate entities and submissive politicians who pollute it and steal its resources from the Earth's people.

I first heard about the Earth Charter from Dr. Mary Evelyn Tucker of Yale who participated in writing it along with Jane Goodall, Mikhail Gorbachev, Wangari Maathai, Steven Rockefeller and others. In the book "The Earth Charter in Action", Dr. Tucker states "The Charter recognizes that the future of life is impossible without ecological integrity. Life and all economic development depend on the health of the biosphere. Thus the preservation of ecosystems and biodiversity are essential along with the careful use of nonrenewable resources and the exploration of renewable sources of energy."

When I went on their web site and downloaded the Charter in its four page entirety, I was deeply impressed by its holistic approach in uniting the four Themes of the Charter:

1. Respect and Care for the Community of Life with Understanding, Compassion, and Love
2. Ecological Integrity
3. Social and Economic Justice
4. Democracy, Nonviolence, and Peace

When planning for Sustainable Development, if local, regional, or international entities considered all four themes of the Charter in their planning, this balanced approach could yield greater results toward a peaceful planet, social justice, and economic development without endangering the biosphere or life on Earth. As a former teacher, principal, staff developer and college adjunct, I thought how helpful the Earth Charter could be for educators in developing a curriculum adapted to different ages and regions. There is even an Earth Charter Game!

We were the first group to have use of the new Earth Charter Center for Education for Sustainable Development, a beautiful modern building with LEED Silver standard. It is located at the UN University of Peace within one of the biggest natural



reserves of the Costa Rican Central Valley outside the capital of San Jose. Some of our classes were out of doors where even though it was officially winter, the thermometer during the day was usually 75 degrees and cooler by night. Beautiful birds, butterflies, and colorful tropical trees and flowers brought out our cameras. For a New Yorker at night, just seeing the constellation of Orion, the planet Jupiter, and myriad sparkling stars in a sky without light pollution was unforgettable.

The staff at the Earth Center arranged our housing accommodations at local hotels for a reduced rate of about \$50 per night which included breakfast. Some participants preferred to stay with local families. We were picked up by van about 8:30AM and brought back to our various

accommodations by around 5:30PM. We ate lunch with the UPEACE graduate students who came from many countries, but all spoke English since that was the official language of instruction. For me, it was a chance to practice my Spanish learned in three years of high school and two years of college, but mainly forgotten through disuse.

One of our trips was to a local elementary school that incorporated the Earth Charter in its curriculum, but also in student life. Students learned about growing vegetables, taking care of animals, recycling and composting by sharing in those tasks. The furniture in the classrooms was all made from recycled wood and metal. Nights were given over to reading then material we received in class and learning about and enjoying our fellow classmates including Professor Crowell who stayed in our hotel. On Thursday, Mirian Vilela and the Center staff treated us to pizza at a local restaurant. Mirian is the Executive Director of the Earth Charter International Secretariat and also the Center for Education for Sustainable Development at UPEACE. Besides being an excellent educator and from Brazil, Mirian also taught all of us how to samba to demonstrate a teaching technique involving bodily movement with memory enhancement and cultural appreciation. At our last session on Friday, Mirian presented us all with our certificates indicating we had successfully completed the course. Peter from Australia gave out little Koala Bear key chains and Mariela from Chile gave magnets with wildlife from her country. I presented Mirian with the Whole Earth flag and gave out copies to everyone of Disney's It's A Small World song, but added three verses of my own to it which you might like to use if you work with young children. After a group picture, we were assured by staff that we would receive everyone's email address by the time we returned home, so we could keep in touch and perhaps have exchange visits.

On Saturday, my one day for touring, Cristina from Brazil and I went on a tour of the coffee plantations and the other places seen in a slide show. On Sunday, February 2, Costa Ricans would be electing a new President and we saw some of the car parades in town. Costa Rica is one of the few countries in the world that has no standing army, so instead of paying for armaments, more money is available for education and health. With education comes better jobs and we were told that most of the coffee plantation workers were from neighboring Nicaragua because the local people no longer wanted to pick the beans that made excellent coffee but demanded much hard labor. In Costa Rica, a common expression of people to each other is "Pura Vida" which I wish to all EEACers.

For an album of pictures from my trip click: [Joy's Costa Rica Album](#) (For the slideshow, click on the "Slideshow" button above the first picture).

If you are still uncertain about where to go this summer, you might want to look into the one week long intensive course at the UN University of Peace on The Earth Charter and Sustainable Development - Teaching What Really Matters at the UN UPeace from June 23-27 in San Jose, Costa Rica. For find out more go to www.earthcharter.org/educationandvalues, apply@earthcharter.org. Phone: 011-506-2205-9000. Please email me if you have more questions

Yours for a peaceful and sustainable world,
Joy



MEMBERSHIP APPLICATION 2014

☐ 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): _____

E-mail address: _____

Mail completed form and check to:

John Pritchard, Treasurer, EEAC, 72-35 Metropolitan Avenue, Apt. 2C, Middle Village, NY 11379.

Date: _____

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:

☐ Communications ☐ Programs ☐ Membership

☐ TEEP (Teacher Environmental Education Preparation)



ENVIRONMENTAL EDUCATION ADVISORY COUNCIL

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