2020 MEES CONFERENCE

Wednesday, March 4, 2020
Hogan Campus Center, College of the Holy Cross
Worcester, Massachusetts
Conference Schedule

8:00 a.m. – 8:45 a.m.
⇒ Registration
⇒ Coffee & Breakfast
⇒ Exhibits
8:45 a.m. – 9:00 a.m.
⇒ Welcome
⇒ Annual Meeting
9:00 a.m. – 9:30 a.m.
⇒ Keynote Speaker
9:45 a.m. – 11:00 a.m.
⇒ Session A
11:15 a.m. – 12:30 p.m.
⇒ Session B
12:30 p.m. – 1:30 p.m.
⇒ Lunch
⇒ Exhibits
1:45 p.m. – 3:00 p.m.
⇒ Session C
3:15 p.m. – 4:30 p.m.
⇒ Session D

REGISTRATION | 8:00 a.m.—8:45 a.m.

Registration begins at 8:00 a.m. in the foyer of the Hogan Campus Center. Please visit the registration table to collect your name tag and a schedule. Once registered, please enjoy coffee and breakfast and feel free to mingle with conference attendees and our great Exhibitors.

WELCOME | 8:45 a.m.—9:00 a.m.

Please find a seat in the Ballroom by 8:45 a.m. MEES President Ann Gisinger will provide opening remarks and manage the MEES Annual Meeting.

Following the welcome there will be announcements from the North American Association for Environmental Education (NAAEE) and the New England Environmental Education Alliance (NEEEA).

PANEL | 9:00 a.m.—9:30 a.m.

Standards to Action! The conference will kick off with an exciting panel discussion addressing climate change standards and how to move them into action. The panel discussion will feature professionals from across the environmental education sector discussing Climate Change, Civic Engagement, and Frameworks within Environmental Education.

Panelists will challenge you to think of yourself not as an educator but as an activator!

CLICK HERE to find out about the panelists!
A1: Building Capacity for Adaptive Environmental Education Programs with Community Organizations

Lucy Gertz, Erin Pitkin, Lisa Carlin, Jeremy Mombourquette & Taylor Dunham, Mass Audubon

Throughout 2019, a team of Mass Audubon educators implemented a year-long project, funded by the Alvarium Foundation, designed to build educator capacity for partnering and providing environmental education programs to local community groups supporting individuals with disabilities. We’ll share what we learned – best practices for identifying, reaching, and coordinating with community groups; articulating our programmatic goals and inventorying our resources for inclusive programming; and designing, delivering, and evaluating these customized programs. We will conduct a workshop exercise designed to help participants begin their own process for initiating collaborative community group partnerships and developing adaptive environmental education programs.

A2: Teaching Environmental Threats from Pre-K to High School

Rachel Diersen and Matthew Freedman, New England Aquarium

This is a critical time for our environment. How do you teach environmental threats to both Pre-K and High School students? Join the New England Aquarium as we sample activities about unsustainable fishing for younger and older students. Participants will see how unsustainable fishing can align with curriculum standards and be discussed in an appropriate context for various audiences. Participants will take home lesson write-ups that can be implemented at formal or informal education sites and come away with new strategies to teach environmental threats to all ages.

A3: Early Start in the Garden: An experiential look at the past, present & future of school gardens in the Greater Boston region

Robyn Burns, CitySprouts, and Jeffrey Perrin, Lesley University

Join CitySprouts and researcher, Jeff Perrin, to explore the dynamic role that school gardens play in Greater Boston. We will dive into the history & growth of the school garden movement and engage in hands-on experience from CitySprouts’ Early Start in Science garden programming.

A4: Sealife and Climate Change

George Buckley, Environmental Management Project

Climate change threatens to disrupt the lives of countless varieties of sealife as oceans warm, acidity increases and CO2 levels rise. We will discuss with specimens, images and videos the impacts that Global Climate Change can have on ocean ecosystems from New England to the Caribbean and the Pacific. Participants will leave with specimens, online video and ideas for student projects.

A5: What’s Your Next Move for Your Climate Change Programming?

Brock Adler, North American Association for Environmental Education

Whether climate change is fully integrated into your programming or you’re just starting, climate education is changing dramatically at the same time the climate itself is changing. Climate ed is now firmly established in the sciences in most places, but for some, it’s just beginning to make it into social studies, the rest of the humanities, community service, etc. What are the emerging issues, adaptations and resiliencies, and uncertainties we should be teaching? How can you begin to add climate change into your subject? What balance should you aim for between optimism and pessimism, and at what age? All are welcome to learn and share what has worked.
SESSION A | 9:45 a.m.—11:00 a.m.

A6: Growing up WILD

*Kathleen Mahoney and Amy Coulthard, Massachusetts Division of Fisheries and Wildlife*

Experience this early childhood education program that builds on children’s sense of wonder about the natural world and invites them to explore wildlife and the world around them. Through a wide range of interactive, hands-on activities and experiences you will discover how to lead your young learners on an exploration of the natural world outside your classroom while they gain valuable knowledge and academic skills. Connect with nature and many of its wonders through music & movement, play, home connections and art. Activities involve social, emotional, physical, language, and cognitive domains that correlate STEM, Head Start, and NAEYC standards.

A7: Working with Lifelong Workers

*Doug Lowry, Mass Audubon North River Sanctuary and National Outdoor Leadership School*

What a joy it is to work with folks who self-identify as Lifelong Learners. Their enthusiasm and dedication to learning deserves the best we can offer as educators. This workshop will explore the qualities, expectations and outcomes Lifelong Learners are looking for in an expanding market of choices. As young audience demographics decrease, our adult population grows, making it even more important to connect and deliver educational experiences to adults. We will also share techniques and suggestions on how to fully engage adult audiences.

A8: Invertebrates in the Classroom

*Aemelia Thompson and Patrick O’ Roark, Hitchcock Center for the Environment*

A cockroach isn’t typically what teachers envision when they think of a class pet. This workshop aims to change that perspective. Working with live invertebrates is a unique and effective inquiry-based approach when teaching and learning in the science minded classroom. The workshop will look at topics surrounding invertebrates in the classroom, including: evidence of the positive impact insects can have on science curriculum, addressing discomfort with arthropods, preparing educators for their care in a responsible way, and activities that meet current curriculum frameworks and STEM guidelines. This workshop includes hands-on work with some of the Hitchcock Center’s teaching invertebrates.

SESSION B | 11:15 a.m.—12:30 p.m.

B1: Whiteness, Transparency and Working Towards Equity in Nature Education

*Paula Jordan, Somerville Community Growing Center*

This workshop/discussion will be geared to white nature and environmental educators who work in nature education programs, community gardens, forest preschools, or other outdoor nature programs who are interested in personally and professionally learning, and taking action to make their programs equitable and accessible to all children and families in their community. We will examine whiteness, being transparent about our work, personal and professional challenges and the work required to make our programs truly reflective of the communities we work or live in. Nature Equity is an important, necessary and worthwhile goal. Presenter: Paula Jordan from the Somerville Community Growing Center in Somerville, MA.
B2: Moving Towards Action and Building a Sense of Place Through Meaningful Watershed Education Experiences

Jennifer Klein, Mass Audubon, and Bridget Kubis Prescott, Save the Bay

Building sense of place and environmental action are key goals in environmental education, yet how we achieve those goals can vary across programs. This session explores two approaches for the NOAA Bay Watershed Education Training Meaning Watershed Educational Experiences (MWEE) program model. Both rely on providing quality teacher professional development and student field experiences as an integral part of a successful MWEE.

B3: On-Site Composting for Sustainability and Science

Ann McGovern, MA Department of Environmental Protection, and Valeria Bridgewater, Center for EcoTechnology

Compost at school or your institution in an indoor worm bin or outdoor compost bin for sustainability and integrated science learning of life science standards. Bring a 14-gallon or larger plastic tote to make your worm bin; worms provided free! Demonstration of easy outdoor compost bins available from MassDEP's Green Team program. Great tie-in with school gardening and sustainable life skills.

Composting is a natural project-based learning activity and can be done by all ages in a great variety of locations, indoors and out! Come get your hands dirty with us!

B4: Lessons from Hubbard Brook Experimental Forest: Climate Change and Forest Ecosystems

Sarah Thorne, Hubbard Brook Research Foundation

In this workshop you will explore data-based lessons from research at Hubbard Brook Experimental Forest, including:

- Acid Rain Revisited—What are the effects on New England? Is acid rain still a problem?
- Climate Change—From lake ice to tree roots, what are the effects?
- WaterViz—How can data visualization help students understand forested watersheds?

All lessons, background reading, and teacher resources can be downloaded by teachers from the Hubbard Brook Ecosystem Study website.

B5: Youth-Led, Adult-Supported Climate Change Action and Education

Rachel Oliveri, Arlington Public Schools; Charlotte Milan, Arlington Department of Public Works; Julia Miller and Allison Rodger, Arlington High School

How can adults in a school setting support youth who are concerned about climate change and want to take action and educate their peers and the broader community? Learn how students and supportive adults in the Arlington Public Schools are working together to create podcasts and earth quilts, lead zero waste assemblies and waste audits, and organize Earth Day fairs and climate change rallies. Engage in hands-on activities that integrate civic engagement, public art, and STEM skills with environmental concerns. Leave with resources and a renewed sense of hope that comes with taking action.
B6: Lesson Plans for Teaching Orienteering in Elementary Schools

Barbara Bryant, Ethan Childs and Tanairi Sorrentini, Navigation Games

Orienteering is an outdoor sport that provides an ideal framework for environmental education. Navigation Games’ elementary school curriculum develops map navigation skills through games. In this workshop, we will present and distribute the lesson plans, and you will try out some of the activities. Participants should come dressed for going outdoors.

B7: The Magic of the Storywalk®

Barbara Buls, North Region of the MA Department of Conservation and Recreation, and Trek Reef, Middlesex Fells State Reservation

Massachusetts State Parks have had tremendous success with The StoryWalk® Project, created by Anne Ferguson of Montpelier, VT. A self-guided Storywalk® is a great non-personal tool for Pre-K and K-12 audiences. Come learn how to select, assemble and set-up your own Storywalk® with tips and tricks to make this an easy program for you, and a fun adventure for kids.

“Creating a Storywalk®” information sheet will be the take away. You will leave this workshop ready to create your own Storywalk®!

B8: Environmentalism and Invasive Species Through the Lens of the Spotted Lanternfly

Jennifer Forman-Orth, Massachusetts Department of Agricultural Resources

Spotted lanternfly (SLF) is an invasive insect first discovered in the USA in 2014. Since then it has been established in 5 states and continues to spread. In this course you will learn how to identify SLF and its damage, learn how it got here, and how to report what you find. You will be shown how to use SLF to discuss invasive species, awareness of environmental issues, and how to be proactive when it comes to environmental protection. These lessons can be used in formal or informal education environments.

LUNCH | 12:30 p.m.—1:45 p.m.

Please use the lunch hour to walk through the exhibit hall, network with your fellow Environmental Education colleagues, and enjoy a delicious lunch. Vegetarian and vegan options are provided.

Stick around to find out if you’ve won a great door prize from our donors!
C1: Literature for Change: How Environmental Narratives Can Foster Climate Change Education

Rebecca Young and Mary-Alice Corliss, Cognia

Youth around the world are demanding education about climate change. Let’s deliver. In this workshop, we will discuss using literature as a lens for teaching climate science across disciplines to engage students’ empathy toward self-reflection and problem-solving. Bring an idea for linking a specific work at any level to an environmental topic and we will help you create a plan. An instructional template will be available as a guide. Educators will be invited to publish their final product in an interdisciplinary instructional resource titled Literature for Change: How Educators Can Prepare the Next Generation for a Climate-Challenged World.

C2: Climate Leaders in our Classrooms: 2 Models for Empowering Our Youth Towards Climate Action

Robin Stuart, Mass Audubon; Kim Russel, RiverSchools; Denali Kikuchi, Patricia Nunez and Havo Akobirshoeva, Mass Audubon’s Drumlin Farm Wildlife Sanctuary; Jaclyn Mattson, Happy Hollow; Edward Eich, Curtis Middle School

Youth Leaders for Climate Justice and RiverSchools engage middle and high school students and teachers with direct, hands-on involvement in climate science, civic engagement and local watersheds. Join us as we use these programs as models to explore how you can facilitate student-driven, action-based projects in your classroom or at your nature center and be part of this growing network of young people taking on climate change. Participants will leave with instructions on how to get involved in these programs and resources for incorporating youth-led community action projects into your curriculum.

C3: Community Partners for Resilience: Harnessing the power of student voices and community partnerships for climate resilience

Sylvia Scharf, New England Aquarium, and Karen Adelman, Metropolitan Area Planning Council

New England Aquarium and the Metropolitan Area Planning Council have partnered with educators to harness the power of student voice and choice. With the help of local governments, students learn about climate challenges in their area, and then develop student-led projects to share climate resilience solutions with their communities.

C4: Environmental Educators as Advocates: What does it mean and how do we get there?

Jen Klein, Mass Audubon

To elevate and expand the reach of environmental education, we need more educators that identify as advocates. Join the MEES Advocacy Committee in learning about advocacy opportunities in Massachusetts and get inspired by successful case studies. You will leave ready build advocacy into your work in more ways than one!

C5: CANCELLED
C6: Arts Integration for Pollination
Kate Egnaczak, Jacob Hiatt Magnet School, Worcester Public Schools

In a school-wide collaboration, Worcester public school students addressed two global environmental issues in a public sculpture. An arts-integrated unit paired science with the creative process to explore single-use plastics and the decline of pollinator populations. Students from Kindergarten to Grade 6 engaged in upcycling over 800 shopping bags and observing pollinator plant growth to construct three temporary raised bed gardens. "Transplants: Mobile Pollination Unit," was on view from June through October 2019 in Worcester's Elm Park. Learn how this project can be scaled or replicated to address similar needs at sites in your community. Visit sites.google.com/view/transplantsartinthepark2019 to learn more.

C7: Secretary’s Advisory Group on Energy and Environmental Education Meeting & Environmental Literacy Professional Learning Network
Kris Scopinich, SAGEE & Mass Audubon

The purpose of SAGEE, Secretary’s Advisory Group on Energy and Environmental Education is to foster environmental literacy within the Commonwealth of Massachusetts; to support the Secretary of the Executive Office of Energy and Environmental Affairs (EOEA) on opportunities related to energy and environmental literacy; and to serve as a coordinating forum among agencies and organizations concerned with the environment in the Commonwealth. Our current work aims to support, recognize, and promote best practices in building environmental literacy across Massachusetts. A short SAGEE meeting to share our latest efforts and accomplishments will be followed by the launch of a NEW Environmental Literacy Professional Learning Network (PLN). The Environmental Literacy PLN will be a network of informal and formal educators who are committed to identifying and scaling up effective models for increasing environmental literacy in formal and informal learning environments. Our primary goal is to focus on key strands in the new STE standards that directly address environmental literacy outcomes and how teachers, schools, districts, and informal institutions can work together to increase environmental literacy in the Commonwealth. In this session, we will begin drafting the network’s desired outcomes and activities through collaborative brainstorming. If you want to get engaged in what’s happening with promoting environmental literacy in Massachusetts, please join this session.

C8: Tree Activities
Lisa Carlin, Mass Audubon's Broad Meadow Brook

This session is all about trees! Learn a variety of games or activities that you can do with trees. Some of the activities will include Meet a Tree, Every Tree for Itself and directions on how to measure trees without cutting them down. All of these things can be done without identifying the tree.
D1: Communicating Ocean Acidification

Carolina Bastidas and Juliet Simpson, MIT Sea Grant

Ocean acidification is one of the lesser-known consequences of rising CO2 concentrations in the atmosphere. Join us in a hands-on workshop for introducing this topic to middle-school and high-school students. The workshop includes a short initial slide presentation and four activities that illustrate the chemistry of acidification and its effects on marine animals. We will discuss your ideas to modify this workshop towards different audiences and teaching goals. We will provide this resource to teachers and informal science educators to modify and use.

D2: Empowering the Next Generation of Environmental Changemakers

Lori LaFrance, Ipswich High School, and Melanie Cutler, Andover High School

Imagine having the next Greta Thunberg in your classroom or after school group. How do you foster a sense of confidence and a can-do attitude to ensure the next generation has the tools they need to be changemakers? Come learn how to implement student-driven projects that are authentic and result in positive change. We will discuss how to build community partnerships, choose challenging yet attainable projects, and foster confidence while making sure student voices are heard. Participants will leave with a plan that contains a roadmap personalized to their situation and region with lists of challenging but attainable goals, resources, and advice.

D3: Seeking Relief from Sea Level Rise: Student Mapping and Leadership Initiative

Liz Duff, Mass Audubon’s Endicott Sanctuary, and Rachel Rex, Gloucester High School

How are students helping their communities prepare for rising sea level, and increased storm surges? What tools are available to assess areas vulnerable to coastal flooding? Participants will learn how 1. High school students are helping local communities prepare for the future. 2. To use a Utilize tools such as the NOAA Sea Level Viewer to assess the vulnerability of coastal towns. 3. To use a hand held sighting level to ground-truth results. Please bring a laptop to explore the on-line interactive maps.

D4: BEETLES Professional Learning Session: Questioning Strategies for Science Investigation

Melissa Hansen, Mass Audubon, and Meghan Haslam, Mass Audubon’s Drumlin Farm

This learning session developed by the BEETLES team at U.C. Berkeley's Lawrence Hall of Science will improve your practice and use of questions that incite curiosity, exploration, discussion and higher-level thinking. Participants will discuss frequently-used questions, explore the value of both open-ended and narrow questions, participate in skits, and consider how to incorporate learning into student lessons.

D5: Seasonal Cooking and Eating: Youth and Culinary Education at The KITCHEN

Cleo Bell, The KITCHEN/The Trustees

Join The KITCHEN for Seasonal Cooking and Eating: Winter in New England, an integrated, intensive 5th-grade level cooking class with Chef Cleo Bell! In this workshop, we will play games, cook, and learn how the innovative School Partnership Program teaches students that eating locally impacts our bodies, our communities, and the planet.
D6: Bonding with Nature Through Art and the Senses

Jane Winchell and Laura Kathrein, Peabody Essex Museum

Come learn about the Pod, a new interactive, multisensory gallery at the PEM, in Salem, MA. Discover how this space has been designed to foster nature awareness and relatedness through inclusive experiences that activate imagination and empathy. Explore how art, creative expression and site-specific movement have been brought together in the Pod to enhance children’s connection with nature. Then join a guided movement-based activity with dancer Laura Kathrein to experience using the body as a means to represent and respond to the environment in new and creative ways. Pod handouts and activity outlines will also be available to take home.

D7: MEES Diversity and Inclusion Committee Meeting

Cynthia Espinosa, Mentha, LLC, Kim Baker, Mass Audubon’s Boston Nature Center, and Jen Klein, Mass Audubon

MEES Diversity and Inclusion Committee Meeting invites attendees of the conference to learn about the newly formed committee and give their input into what the committee should focus on. One of the goals of this committee is to broaden the definition of an environmental educator, of who is a MEES Member. This meeting will be hands-on and interactive for all participants.

D8: A History of People of Color in the Environmental Field

Raei Bridges, The Rusty Anvil

Much of what we know about the natural world today has come from people of color, yet the environmental historiography lacks many of these contributions in educational texts. This interactive workshop offers an introductory look into the historical impacts that people of color have had in environmental justice, conservation, and regenerative technology, and offers ways to uplift diversity within your own community. This workshop is intended for educators, both formal and informal, seeking to realize the false narratives they may unconsciously uphold within environmental education and ways they can show up in their privilege to change this. Participants build a rounded foundation of environmental history that no longer excludes the voices of marginalized leaders.
REGISTRATION INFORMATION

REGISTRATION CLOSES MONDAY, MARCH 2—NO WALK-IN REGISTRATIONS PLEASE.

CANCELLATIONS WILL RECEIVE A FULL REFUND THROUGH WEDNESDAY, FEBRUARY 26. AFTER FEBRUARY 26 ANY CANCELLATIONS WILL RECEIVE A REFUND LESS A $25 CANCELLATION FEE.

Registration fee includes conference attendance and lunch. REGISTER NOW

Early Bird Rate—$85
If registered by Friday, February 7

Registration Rate—$105
For those registered between February 7 and March 2

Student Rate—$35
Applies to high school, undergraduate, and graduate students.

SCHOLARSHIP PROGRAM
MEES offers a generous scholarship program, open to anyone identifying a need. The reduced scholarship rate is only $35 and is available to all who apply. Scholarships are provided on a first-come, first-served basis—there are 40 available. To apply, please email the Scholarship Coordinator Marley O’Neil and put “Scholarship Registration” in the subject line: events@massmees.org.

EXHIBITORS
Exhibitors register at the conference attendee rate (see above) and add $20 for a table. (Tables are six feet in length.) Registration includes your attendance at conference workshops, breakfast, and lunch. Please contact Kathryn Parent to register as an Exhibitor and put “Exhibitor Registration” in the subject line: events@massmees.org.

PRESENTERS
Presenting a Workshop? You are still required to register online! REGISTER NOW

Workshop LEAD Presenter—FREE Conference Registration—Includes attendance at workshops and lunch.
Workshop Additional Presenter(s)—$40—Includes attendance at workshops and lunch.

If the conference is cancelled for any reason, MEES is unable to provide a refund.

Cancellation information will be announced via email to those who registered online, as well as on the MEES website: www.massmees.org and the MEES Facebook Page

Questions? Concerns? Comments?
Please email: events@massmees.org

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