

Session title	Education for Sustainability
Date/time	1/27/06
Name the participants	Jarrold Paine, from Bogong Outdoor Edu Center, Australia Bob Fuhrmann, Yellowstone Association Institute Glen Gilbert, Yosemite Institute Sheila Vincent, Delaware Institute Ellen Petrick, Yellowstone NP Krista Wright, Montana Outdoor Science Schools Kevin, Teton Science Schools
Key questions	-How can we educate students to protect wild spaces? -Water as a topic of education. (Will water become the next oil? Americans flush drinking water in toilets) -How to educate and inspire folks who might be very consumptive? -Topics covered: Buildings, Food, Transportation, -How do we inspire students to act? (and do so in a hopeful way)
Take home messages	- Modeling is important - Is our curriculum really helping students understand sustainability? - Be creative!

Other notes:

- ecotrust in Portland Oregon as an example of an organization using effective signage
- posting signage about efforts or thoughts about buildings
- YNP building in Lamar Valley is off the grid.

Teaching ideas:

- Jarrod shared an imagery activity in which participants contrasted their images of pristine nature with environmental degradation.
- Project WET activity on fresh water percentages (the last drop?)
- waste measurements
- water measurements
- electricity quotas for the week.
- see www.usgbc.org for information on buildings.
- David Orr's book Buildings that Teach
- Oregon's architecture foundation has more resources "Architects in the schools"

Food

- waste- weighing waste, pigs, worm farms, compost
- Getting kids out on farms.
- Nude Food- food that come without a package. Nude Food days!
- Vegetarian Day on campus.
- Ethnic food day- modeling how other cultures eat (food type and quantity)

- “Stuff” book
- Edible School Yard program from Berkeley
- Shelburne Farms- stuff sorting activities. Farm and Wilderness program in Vermont.

Transportation

- Yellowstone and Yosemite- hybrid cars and busses
- Busses will come and leave their engines on- this is a tough one. Perhaps make it a rule to turn off engines.
- National Parks have a
- Carbon Credits- offer participants who arrive in a bus carbon credits. Charge them a bit more and then use the money to buy carbon credits.
- challenge students to offset their carbon foot by coming up with some way to offset their impact

Moving towards Sustainability

- reflective practice- what am I going to do to make things better at home
- is sustainability a concept that is taught?
- problem solving