


WELCOME

Explore the CD to learn how Aquatic WILD and environmental literacy fits into today's K-12 curriculum. Also find out how Aquatic Wild will help promote academic excellence and environmental literacy.

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Why Teach Environmental Education?



- ❖ Teachers do not need another subject on their curriculum plate but with environmental education they can restructure what is already required and make it more manageable.
- ❖ Everything can be integrated through environmental education and provide students a sense of place. Reading, writing, math, science and social studies is taught with group dynamics, problem solving and real world issues.
- ❖ Students learn standard-based subject matter, build thinking and problem solving skills, and develop basic life skills such as cooperation and interpersonal communication.
- ❖ Organizing instruction around environmental themes boosts the educational relevance to students.
- ❖ Because environmental topics lend themselves to hands-on instruction, this kind of education can appeal to students with diverse learning styles.

In the past, people thought that only science teachers should teach about the environment. Sometimes lessons about the environment used only field trips to the nature center, a farm, marsh or park.



Today educators are discovering that the methods that make learning about the environment so memorable and effective can help improve overall academic excellence.

As an educator you are expected to meet the California academic standards however, you need to provide students with knowledge and citizenship skills needed to participate effectively in making decisions about their world.

- Students need an understanding of the natural world in a social context.
- Everyone needs to understand how human decisions and actions impact environmental quality; in a general sense, this is called environmental literacy.
- Students need to know more than facts about birds and animals.
- As adults they will be required to deal with decisions about land-use zoning and consumer choices about air and water quality that impact public health.
- Many of these choices have consequences that affect our well-being and quality of life.



Environmental issues involve differing opinions, perspectives, and values. Environmental education helps students develop skills for understanding and addressing issues from a personal and social standpoint, as well as a scientific one.

Schools need to prepare the next generation with knowledge and skills to seek sound, balanced decisions that maintain public health and environmental quality.

Advancing Environmental Literacy Complements the Goals of Educational Reform

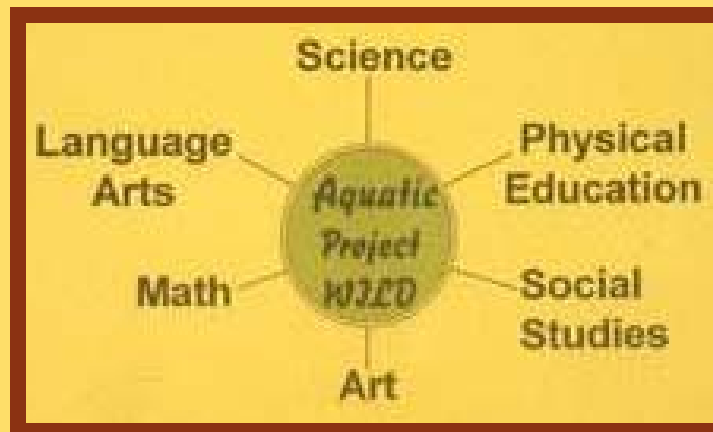


Environmental literacy consists of four essential aspects (NAAEE, 2000):

- 1) Developing inquiry, investigative, and analysis skills.
- 2) Acquiring knowledge of environmental process and human systems.
- 3) Developing skills for understanding and addressing environmental issues.
- 4) Practicing personal and civic responsibility for environmental decisions.

Summary

- ❖ Exploring the mysteries and wonders of the environment capitalizes on a student's natural curiosity and motivation to learn.
- ❖ Environmental literacy does not have to occur outdoors or even in a science classroom.
- ❖ The environment provides a great context for learning and developing skills that cross disciplines.
- ❖ It can enhance rather than displace curriculum.



GUIDELINES TO AID TEACHERS

- ☞ **The North American Association for Environmental Education (NAAEE)** has published guidelines for developing materials and programs that are balanced, scientifically accurate, and pedagogically sound. These guidelines are correlated to National Standards and can help, you as an educator, develop meaningful programs that integrate the core disciplines. Access the guidelines on the web at <http://naacee.org/npeee/>
- ☞ California Environmental Education materials should be correlated to the California Content Standards for core disciplines such as math, science, social studies, and language arts. This ensures that materials are in line with education reform efforts. Aquatic WILD activity correlations are available on the web at www.dfg.ca.gov/coned/projectWILD/

The California Compendium for Natural and Built Communities

- ✓ This compendium is an easy-to-use guide to materials focusing on natural and built communities.
- ✓ The compendium provides an evaluation of curricula including a description, ordering information, a “report card”, discipline emphasis and comments from evaluators.
- ✓ Only those materials which received an overall evaluation grade of B- or above are included in the main body of the compendium.

Instructional Aids

Environmental education fits across all grade levels, but topics and instructional strategies that are appropriate for middle school will not necessarily work in 1st grade. As an educator, you must rely on your professional judgment to match your students' development level with skills, concepts, and instructional techniques as presented through your educational materials.

Top-quality programs and materials will assist you by noting essential skills and concepts, recommending an appropriate age range, and identifying the disciplinary standards an activity or module will help attain.

Assessment

Top-quality environmental education materials and programs also offer a variety of means for assessing learner progress that are tied to learner outcomes.

- ✓ They provide examples of how to use specific performance-based assessments such as portfolios, open-ended questions, group or independent research, or other appropriate culminating projects to indicate mastery.
- ✓ Culminating activities can also help students reach beyond themselves and practice the kind of informed, responsible citizenship that is the ultimate aim of environmental literacy.
- ✓ Teachers are assessing both the students' performance and their own at the same time.

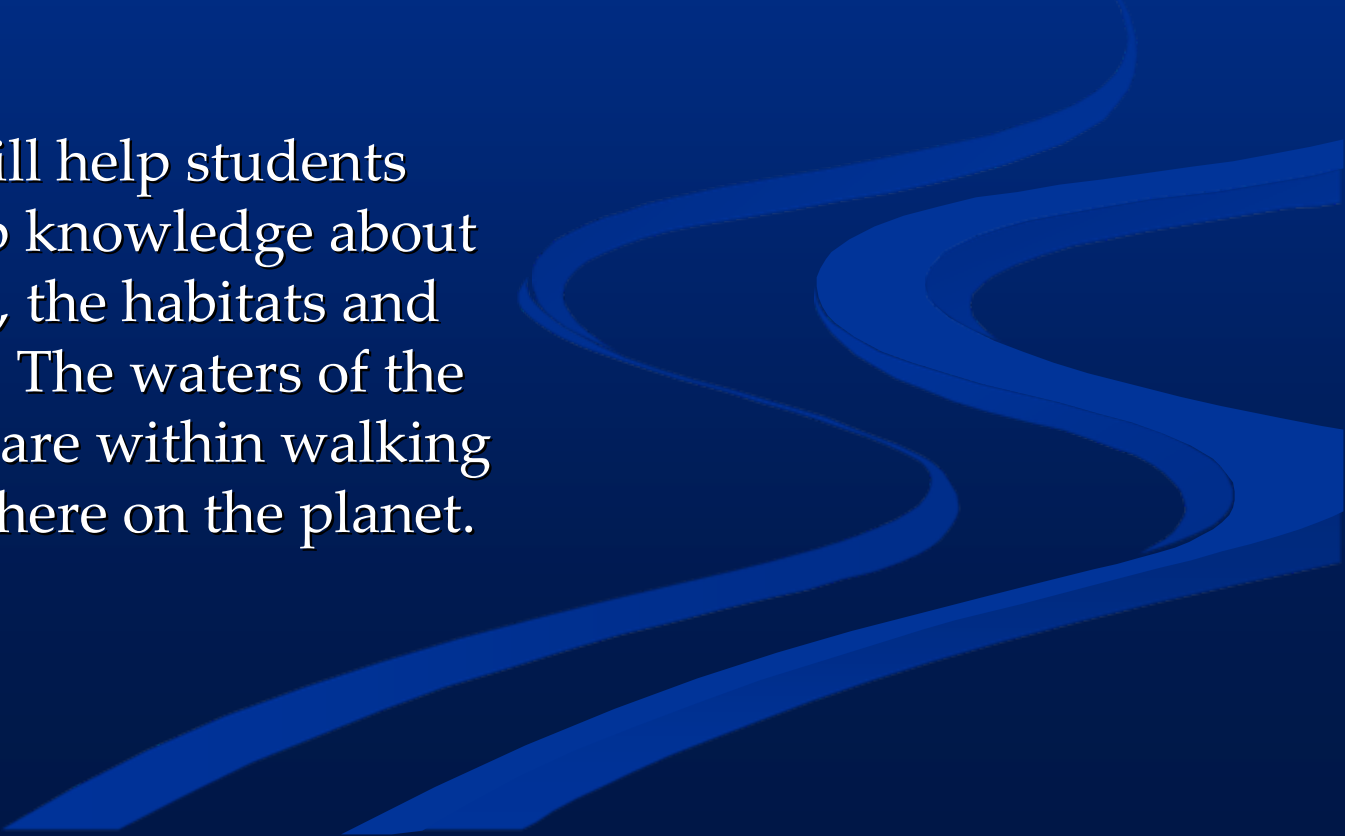
When reviewing environmental education programs and materials, teachers should look for suggested means of assessing learners' baseline knowledge and skills and an ongoing assessment process as another hallmark of quality.

Informed and active participation is a key component of environmental literacy and a common goal of service learning and citizenship education.

- ✓ Programs may have a community service as part of the educational program.
- ✓ Service learning (service experiences) integrated into investigative curriculum link students with their schools and surrounding community and hold interest of young people.

USING AQUATIC WILD FOR WATERSHED WILDLIFE EDUCATION

Aquatic WILD will help students explore and develop knowledge about the world of water, the habitats and wildlife it supports. The waters of the earth, in some form, are within walking distance from anywhere on the planet.



What is a Watershed?



The Watershed Determines:

- A watershed is a drainage area where water is shed (runs off) from the land into a stream, river, lake or wetland.
- Almost all the area of a watershed is land, not water.
- Almost everything that influences the streams ecological health occurs on land.

- the amount of water carried by a stream,
- the shape of the channel,
- the chemical composition of the water,
- and the diverse life within it.

Healthy habitat conditions require a highly diversified ecosystem.

To fully understand a stream, one must look beyond its channels and learn about what is happening to the surrounding land. Each watershed has a distinctive combination of soils and plant communities that support a diversity of habitats and a diversity of life.

- Plants and animals that live in an area interact with each other, and the nonliving parts of the environment, like air and water and soil.
- Energy is the driving force making life possible, the source of energy is the sun.
- The diversity of species, particularly aquatic organism including fish, and their numbers are important indicators of water quality and as parts of various food chains.

Remember:

- Wildlife includes but is not limited to insects, spiders, birds, reptiles, fish, amphibians and mammals, if non-domesticated.
- Water is essential to all life. Water is one of the basic components of habitat for people and for wildlife.
- Aquatic species and aquatic ecosystems give humans early and clear warning about the quality of the water environment upon which we all depend.



Aquatic environments are either fresh water - rivers, lakes, ponds and streams, or salt water - oceans, estuaries, and salt-water marshes.



- Animals may live directly in the water such as fish and whales;
- Animals may live in water some of the time and out of the water sometime, such as frogs and toads.
- Animals may find food, water, shelter, and space both in an out of water such as beavers and sea lions.
- Animals may live in association with aquatic environments as pelican, osprey, and water striders.



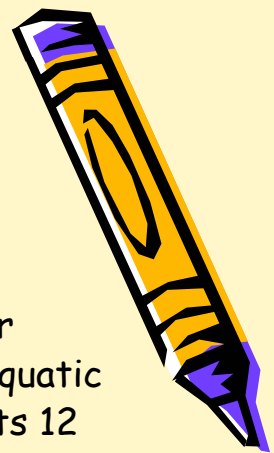
Activity Extensions for Terrestrial and Watershed Wildlife

The activities within the Aquatic WILD guide are easily extended to include terrestrial plants and animals, review this brief list for examples. Please forward your activity suggestions so they may be shared with other educators.

- ***Aquatic Roots:*** Terrestrial animals and plants included in the activity. Focus on both terrestrial and aquatic species and their impact
- ***Aquatic Times:*** Explore a variety of watershed issues. Focus on California's water system
- ***Blue Ribbon Niche:*** Refer to the Project WILD K-12 guide activity *Which Niche?* Choose a body of water. Discuss the geographical watershed and different animals and plants of the area. If a field trip is not possible create a two dimensional mural. Create two dimensional animals and place them in their habitat, or create a three dimensional riparian zone. Use an outdoor area of the school, a classroom, or a table top to display.
- ***Designing a Habitat:*** Refer to Project WILD K-12 Guide activity *Polar Bears in Phoenix?* Identify problems for an animal moved from its natural environment to captivity. Emphasize essential habitat components. A two dimensional design plan maybe used instead of a three dimensional model.
- ***Dragonfly Pond:*** This activity addresses land planning issues for a watershed. Discuss land planning by watershed designation rather county or community jurisdictions.
- ***Facts and Falsehoods:*** Include materials (publications and other media) concerning both terrestrial and aquatic environments.
- ***Fashion a Fish:*** Refer to Project WILD K-12 Guide activity *Adaptation Artistry.* Explore adaptations and evaluate their importance for all animals' survival.

- ***Fishy Who's Who:*** Include both terrestrial and aquatic species within a community. Map a community noting both terrestrial and aquatic habitats. Research the species of the area. Develop biographies and illustrations for both terrestrial and aquatic species.
- ***Living Research: Aquatic Heroes and Heroines:*** Include terrestrial environments.
- ***Mermaids and Manatees:*** Use land and aquatic exploration. Use images of both aquatic and terrestrial species.
- ***Migration Headache:*** Expand focus by substituting a terrestrial species such as deer. Consider impact migration as areas are developed for towns, farming, and recreation.
- ***Plastic Jellyfish:*** Refer to Project WILD K-12 Guide activity *Litter We Know*. Include all litter and the effect of litter on the watershed. Research the possible consequences to ground water from land fills and toxic dump sites.
- ***Pond Succession:*** Refer to K-12 Guide Activity *Time Lapse*. Explore successional changes in an ecosystem.
- ***Water We Eating? :*** Extend to include a food chain. Refer to the Project WILD K-12 Guide activity *What's For Dinner?* Reinforce that every animal, including people, either consumes plants or depends upon other species that depends upon plants.
- ***Watered-Down History:*** Expand to include influences on a watershed area

Aquatic WILD Early Childhood Education Supplement



An Aquatic WILD Early Childhood Education Supplement is available for educators, upon request, from the Aquatic WILD Office. This supplement adapts 12 Aquatic WILD activities to aid educators with K-2 students. The Aquatic WILD activities are adapted using teaching strategies which are literature-based, hands-on, multi-curricular and theme-based. This supplement may also be used to assist English language learners and is an excellent introduction to science.

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The Workshop

Illustrating the flexibility of the Aquatic WILD program format for the workshops will vary greatly depending on the needs of the participants and the presenter's style. However the main workshop goals remain consistent.

Goals of a Workshop

- ❖ Introduce educators to the materials and philosophy of Aquatic WILD.
- ❖ Demonstrate to educators how to use Aquatic WILD activities and integrate them in to their teaching program.
- ❖ Provide sampling of teaching strategies and activities that will help students become aware of their presence in the environment and their personal responsibility for it.
- ❖ Allow participants an opportunity to plan how and where they will incorporate Aquatic WILD in their day-to-day teaching and how students may be challenged to move from awareness to responsible human actions.



For Elementary Teachers



- The workshop should illustrate how they can use this interdisciplinary program to teach language arts, mathematics, science, social science, art, health and even physical education.
- For teachers with minimal science background Aquatic WILD is a great asset.
- All educators will benefit by providing time to correlate activities to the State Content Standards.

For Secondary Teachers and Non-formal Educators

- The workshop should demonstrate how they can use the aquatic activities in the teaching of individual subject areas, as English, mathematics, social science, science, art and other subjects.
- May include outdoor school teachers, youth group leaders, interpreters, or nature center docents
- The workshop should demonstrate how WILD can be used as an interpretive tool to enhance their work with students and adults.

Workshop Time Requirements



- Aquatic WILD Workshop must be a minimum of four (4) hours
- A workshop of six to eight (6 to 8) hours is strongly recommended.

Preparing for the Workshop

FOUR (4) WEEKS BEFORE THE WORKSHOP...

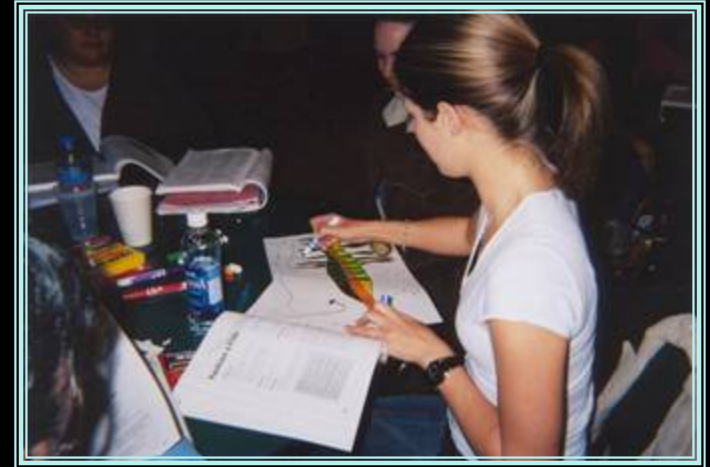
- Facilitators must submit workshop proposal and a copy of the proposed agenda. *The agenda must include the time schedule and show how the requirements will be met.*

- Ask participants to prepare ahead of time for their workshop participation.
 - Have participants visit: CA Aquatic WILD at www.dfg.ca.gov/coned/projectwild/index.html and review “Educators Resources” and “PowerPoint presentation” sections.
 - Use the link to the National Project WILD website.
 - Review the CREEC network at www.creec.org

During the Workshop

- Discuss the valuable features of the websites and how educators might use them.
- Review the programs goals, history and sponsors.
- Conduct a “Swim through the Guide”: Familiarize participants with guide layout and activities. A suggested “self-guided tour” is provided with your workshop materials packet.
- Have participants create a storyline, linking activities to build upon one another, creating a connection between knowledge and skills. Use (3) three Aquatic WILD activities that will take learners from “awareness” to “participation” (action) for a specific environmental concept. The story line activities should be correlated to meet the California Education Standards.

- Demonstrate or model an instructional strategy and involve participants in at least five (5) activities.
 - ★ Modeling the activities will emphasize that environmental education requires active participation.
 - ★ If learning is to be a natural, valued part of life beyond school, instruction should engage the learner in the process of building knowledge and skills and be guided in part by the student's interests.



Planning and Delivery



Use the agenda to introduce an activity or challenge participants.

Sample Agenda

- Activity: Aqua Words page 29
 - A group poetry/language arts activity where students combine ideas and words to create a poem.
 - This takes most of the pain out of writing!
- Results:
 - Language development can be cooperative and fun.
 - Writing poems are easier as a group.
 - Cooperative skills develop.
 - The activity can be extended into actions or a pantomime.
 - Include a science lesson about ecosystems, the value of water and the water cycle.
 - Concept development: We are connected by water to every other living thing.



➤ Supplement activities to help build units.

- Water Wings
- How Wet Is Our Planet?
- Plastic Jellyfish ➡
- Puddle Wonders!
- Riparian Retreat
- Water Plant Art
- Water's Going On?
- Watershed
- Wetland Metaphors
- What's in the Water?



Use an activity challenge! Divide the participants into small groups and provide a scenario:

- “It’s raining outside and the kids are restless. They could use help with their writing skills. In the guide find an indoor activity, learning about the outdoors that will put students writing abilities to work.”

OR

- “Your class has been involved in testing. They are ready to stretch their legs. Find an activity to help them burn off some of their energy and stimulate them in a new mental direction.”





Workshop Review of Learning Styles

People learn differently. Many studies have been done regarding learning style. Addressing a variety of learning styles in a program may also address the special needs of people with disabilities.

- Auditory learners must hear the information
- Visual learners must see the information
- Verbal learners must read the information
- Kinesthetic learners must interact with the information (moving, doing, touching)





Use Migration Headache Activity to Exemplify Learning Styles

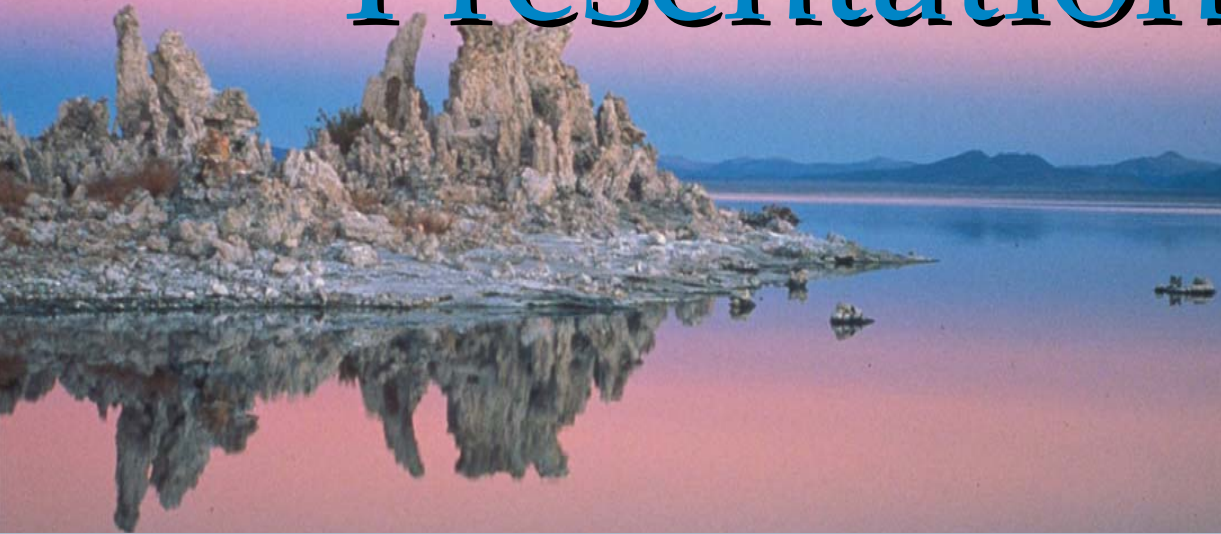
- Set up four 'centers'
 - 1) Water fowl information- field guides, California Waterfowl information and flyway maps
 - 2) The Aquatic WILD Guide with Migration Headache activity
 - 3) Box or trunk containing waterfowl props like decoy, tracks, skull, wing skeleton, feathers
 - 4) Nothing

- Participants are to self select one of the four centers. After the group is divided, explain that each center will have five (5) minutes to develop a presentation on water fowl migration.
 - Group 1 will provide the facts on water fowl migration in a one minute presentation using their resource materials.
 - Group 2 will do Migration Headache and use that to explain about waterfowl migration.
 - Group 3 will create something using the materials to convey the “essence of waterfowl” to the group.
 - Group 4 will talk about waterfowl and answer the question “Why Migrate?”



At the completion of the presentations review the learning styles. Extend the activity with a brief discussion of Howard Gardner’s Multiple Intelligences, seven different ways to demonstrate intellectual ability.

Presentation Tips



When presenting all workshop activities:

- It is best to engage the participants as learners first.
- Provide them with the opportunities to reflect on activities from their perspective as educators.
- Invite participants to share verbally and visually in a quick debriefing after each activity. Consider:
 - ◇ What they learned through the experience
 - ◇ What they would like students to learn
 - ◇ How they might adapt the activity to fit student needs
 - ◇ Discuss classroom management ideas or other suggestions.

More Information on Creating a Storyline

Adapted from format developed
by Jon Hooper, California State
University, Chico.

This can be a group or individual activity

Objective

To assist educators with the concept of linking activities to build upon one another, creating a connection between knowledge and skills. Using the Aquatic WILD Guide choose 3 activities that will take learners from “awareness” to “participation” (action) for a specific environmental concept.

- a) Select an activity that creates a student awareness of a concept (topic). Explain how the activity will accomplish this awareness.
 - b) Select another activity that increases a learner’s knowledge or attitude toward the concept. Explain how the activity will accomplish this goal.
 - c) Select a third activity that will help the learner take an “action” related to the concept. The action maybe directed toward problem solving or developing a skill.
-

Example: For 5th grade students

Habitats (Importance): Good Habitat is the key to the survival of humans and wildlife.

- Activity 1- *Water Wings*: water is an important component for a good habitat. The world's water is important to people, plants and animals.
 - Activity 2- *Where Does Water Run?* How water becomes available for use by humans and wildlife. How precipitation and runoff affect aquatic habitats.
 - Activity 3- *Alice in Waterland*; explore the path of domestic water. Students consider how human use of water may affect wildlife habitat. Students develop responsible water conservation behavior plan.
-

Correlations

Storyline activities should be correlated to the CA Education Standards (correlations for WILD available on website www.dfg.ca.gov/coned/projectwild/).

Water Wings:

- Science
Earth Sciences: 3, 3a,b,c,d & e
- English –Language Arts
Written and Oral English Language 1.0; Listening and Speaking 1.1, 1.3, 1.5

Alice in Waterland:

- Science
Earth Science: 3d,e, 6, 6b,c,d,f,g,h,i English –Language Art
Listening and Speaking 1.1, 1.3, 1.5
- Math
Number Sense 1.0; Statistics 1.0; Reasoning 1.0, 2.0

Where Does Water Run:

- Science
Earth Sciences: 3, 3a,b,c,d & e; 6b,c,d,e,f,g,h
 - English –Language Arts
Listening and Speaking 1.3, 2.1b
 - Math
Number Sense 1.0; Measurement & Geometry 1, 1.2, 1.3, 1.4; Statistics 1.0; Reasoning 1.0, 2.0
-

With Workshop Completion

- Submit the completed facilitator reporting form and participant surveys to Aquatic WILD office.
- Return any borrowed material
- Follow-up after the workshop contact participants to compare notes regarding effective ways of using the activities. A brief follow-up questionnaire can be sent to the group to report overall success or helpful suggestions to share with other educators.

A photograph of a mother duck and her ducklings. The mother duck is on the right, standing on a log. She has brown and black mottled feathers and orange feet. There are about eight ducklings of various colors (black, white, yellow) on the log to her left. The background is a lush green forest. The text 'WORKSHOP FORMS' is overlaid in the center in a large, green, serif font with a white outline.

WORKSHOP FORMS

Review the examples of new forms:
Workshop Proposal Form
Participant Survey Form
Facilitator Reporting Form

It's almost exactly the same. Don't forget to let us know if you want us to advertise the workshop in your area!

WORKSHOP PROPOSAL *Material Order Form*

To ensure that your materials arrive in a timely manner, please allow a minimum of **four weeks** for shipping and handling. As soon as you schedule a workshop, send this completed form to:

Department of Fish and Game
Aquatic WILD
1416 Ninth Street, Room 117
Sacramento, CA 95814
FAX 916/653-1856



Please include a copy of proposed workshop goals and tentative agenda. If you have developed a flyer announcing the workshop, please include it as well.

YOUR NAME _____ TITLE _____

EMAIL _____ PHONE NUMBER _____

A six to eight (6-8) hour workshop is highly recommended for an Aquatic WILD workshop (4 hours minimum). Add one hour for a Taking Action workshop in conjunction with an Aquatic Workshop. A Taking Action workshop alone is a minimum of two hours. Science and Civics workshop is a two hour minimum.

DATE OF WORKSHOP _____ TOTAL HOURS _____

LOCATION OF WORKSHOP _____ CITY _____ COUNTY _____

NAME OF CO-FACILITATOR(S) _____

PROPOSED NUMBER OF WORKSHOP PARTICIPANTS _____ DATE BY WHICH MATERIALS SHOULD ARRIVE _____

NUMBER OF GUIDES NEEDED:

 AQUATIC GUIDES TAKING ACTION SCIENCE AND CIVICS

* Aquatic WILD Early Childhood Education Supplement is available upon individual request after training.

NAME AND ADDRESS TO WHICH MATERIALS SHOULD BE SENT _____

Do you want this advertised? Yes No

Please give appropriate contact information for public access: _____

Any questions? Ask Bobbie! 916/653-6132 , 888/945-3334, or email BWinn@dfg.ca.gov

Both the participant form and the facilitator form require a signature in accordance with audit demands.

Email addresses help us communicate with you in an efficient, resourceful manner to inform you of website updates and an online newsletter.

PARTICIPANT SURVEY FORM



I have attended and completed a certified Aquatic WILD workshop to obtain Aquatic WILD curriculum.

Signature: _____

I received a copy of: Aquatic WILD Taking Action Science and Civics

Date: / /	Facilitator (s):	Workshop Hours:
First Name:	Mi:	Last Name:

POSITION - Please circle most appropriate choice.

- | | | |
|--------------------------|--|------------------------|
| a. elementary teacher | f. resource agency person | k. college student |
| b. secondary teacher | g. business/industry representative | l. college faculty |
| c. administrator | h. private conservation group representative | m. docent |
| d. outdoor educator | i. youth organization representative | n. other _____ |
| e. curriculum specialist | j. preservice teacher | o. early childhood ed. |

The information below will be used to provide WILD news and notice of future educational materials from the WILD program.

Email Address:			
Address:			
City:	State:	Zip:	County:
Day Phone:		Evening Phone:	
School Name and Address:			
City:	State:	Zip:	County:
Phone:		Extension:	

Please help us with planning future Aquatic WILD presentations by rating the presentation just completed.

- The objectives of the workshop were clear to me. Strongly Disagree 1__2__3__4__5__ Strongly agree
- The Workshop activities were relevant to me. Strongly Disagree 1__2__3__4__5__ Strongly agree
- The resource material provided will be helpful when I teach about the environment. Strongly Disagree 1__2__3__4__5__ Strongly agree
- The information strategies and instructional methods shared during the workshop are valuable. Strongly Disagree 1__2__3__4__5__ Strongly agree
- It is clear to me how WILD supports the goal of Environmental Education. Strongly Disagree 1__2__3__4__5__ Strongly agree
- It is clear to me how WILD helps implement CA Content Standards. Strongly Disagree 1__2__3__4__5__ Strongly agree

Check here if you want to be certified as an Aquatic WILD Facilitator. Facilitators are trained to offer the WILD curriculum to other educators through certified Aquatic WILD workshops.

The Aquatic WILD program is funded through the Federal Sports Fish Restoration Fund and supplemented by state match funds provided by our dedicated corps of volunteer workshop facilitators. In fact, volunteers provide an excess match to help provide for other state aquatic restoration programs.

FACILITATOR REPORTING FORM

Volunteer Time Sheet
Guide Inventory



Thanks for the time and care you have taken to offer the WILD program.

Immediately following the workshop please fill out this form and include it with all completed participant survey forms as well as a copy of the program announcement and agenda. This correspondence is very important for the administration of this program! Please mail to: Aquatic WILD Coordinator, Department of Fish and Game, 1416 Ninth Street, Room 117, Sacramento, CA 95814.

FACILITATOR (Please fill out separate forms for each facilitator.)

Your Name: _____ Title: _____
 Email Address: _____ Phone: _____
 Name of Co-Facilitators: _____

WORKSHOP

Date of Event: _____ City: _____ County: _____

Facility: _____

Number of participants: _____

Audience:

- | | | |
|-------------------------|---|----------------------|
| a elementary teacher | f resource agency person | k college student |
| b secondary teacher | g business/industry representative | l college faculty |
| c administrator | h private conservation group representative | m docent |
| d outdoor educator | i youth organization representative | n other _____ |
| e curriculum specialist | j preservice teacher | o early childhood ed |

Do you plan any follow-up with participants? If so, briefly describe your plan to follow-up: _____

Kind of event

- | | |
|----------------------------------|--|
| a) 4 - 16 hour workshop | c) more than 16 hours at institute or course |
| b) less than 4 hour presentation | d) other (please specify) _____ |

VOLUNTEER TIME

Preparation hours _____ Mileage _____
 Workshop hours _____ Donated Materials Value _____
 Follow-up hours _____

Signature: _____

GUIDE INVENTORY

Number of guides left over from previous workshops:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Number of guides left over from this workshop:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Aquatic

Taking Action

Science and Civics

Resources



California Department of Fish and Game www.dfg.ca.gov Regional offices

- Northern California, North Coast Region; 601 Locust St., Redding, CA 96001; phone 530/225-2300
- Sacramento Valley, Central Sierra Region; 1701 Nimbus Rd., Rancho Cordova, CA 95670; phone 916/358-2900
- Central Coast Region; 7329 Silverado Trail, Napa, CA 94558/ Mailing Address: P.O. Box 47, Yountville, CA 94599; phone 707/944-5500
- San Joaquin Valley, Southern Sierra Region; 1234 E. Shaw Avenue, Fresno, CA 93710; phone 559/243-4005
- South Coast Region; 4949 Viewridge Avenue, San Diego, CA 92123; phone 858/467-4201
- Eastern Sierra, Inland Deserts Region; 4775 Bird Farm Road, Chino Hills, CA 91709; phone 909/597-9823
- Marine Region; 20 Lower Ragsdale Drive #100, Monterey, CA 93940; phone 831/649-2870

Books

- California Department of Education 2002, *Environmental Education Compendium on Communities*
- Cornell, J.B., *Sharing Nature with Children* and *Sharing Nature with Children II*
- Gardner Howard, *Multiple Intelligence: The Theory in Practice*
- Golay, K., *Learning Patterns and Temperament Styles*
- Jensen, E., *Teaching with the Brain in Mind*

Programs

- ***Project Learning Tree (PLT):*** Contact: Kay Antunez, CA Department of Forestry and Fire Protection, P O Box 944246, Sacramento, CA 94244; phone 916/653-7958; website www.plt.org/
- ***Project WET (Water Education for Teachers):*** Contact Judy Maben, Water Education Foundation, 717 K Street, Suite 517, Sacramento, CA 95814; phone 916/444-6240; website www.watereducation.org
- ***Project WILD Aquatic:*** Contact Bobbie Winn, CA. Department of Fish and Game, 1416 Ninth Street, room 117, Sacramento, CA 95814: phone 916/653-6132; website www.dfg.ca.gov/coned/projectwild/

Networks

- ***California Department of Education:*** California Regional Environmental Education Community: The CREEC Network is the best source for Regional Environmental Education resources in California; www.creec.org
- ***California Environmental Education Interagency Network :*** CEEIN is a consortium of environmental educators representing California state departments of Education, Environmental Protection, Department of Food and Agriculture, and The Resources Agency; www.oehha.ca.gov/ceein
- ***North American Association for Environmental Education,*** 410 Tarvin Road, Rock Spring, GA 30739 USA; phone 706/764-2926; NAAEE provides support for environmental education and educators through a variety of programs and activities. We also offer numerous Resources for Educators, Job Opportunities, a National Events Calendar and much more. website: www.naaee.org

The End

Developed by Bobbie Winn

Produced by Alisha Jurick

Sponsored by



Your purchase of fishing equipment
and motor boat fuel supports boating
access and Sport Fish Restoration.

A product of

*CA Aquatic
Project WILD*

