

Branching Out



Project Learning Tree

Project WILD

Project Aquatic WILD

Project WET

New Jersey Department of Environmental Protection

Fall 2009



New Jersey Afterschool Programs Turn Parks Into Classrooms

Statewide Events Celebrate Expanded learning Outdoors

by Amy Sutnick Plotch

New Jersey afterschool programs are connecting children with nature and their communities through a statewide campaign, "Celebrate Afterschool! Outdoors in the Garden State." Students are planting gardens then harvesting their crops, creating environmental art and trying a hands-on approach to science, health and fitness.

New links are emerging between outdoor play and children's cognitive and emotional development. When children play in nature, their play is more imaginative, fostering language and teamwork skills. They also tend to develop healthier relationships with their peers. "School teachers can work with afterschool programs to build these skills in children," says Diane Genco, executive director of NJSACC the network for New Jersey's afterschool communities, which organized the event. "Afterschool programs can work with

children in creative ways that aren't bound by high stakes testing goals or by 45 minute blocks of time. They can use a local park or even a parking lot, as their classrooms," she continues. NJSACC offers curricula, training and activities to teachers through its website www.njsacc.org.

State Department of Education Commissioner Lucille Davy concurs. "Bringing afterschool outdoors has the potential to create the next generation of environmental stewards and provides numerous benefits to schools, communities, and the planet that will have long-lasting effects," says Davy.

Afterschool programs have been linked to scholastic achievement, improved school attendance, quality homework time and better student behavior. Beyond academics, a ten-year study conducted by the Harvard Family Research Project, reported that participation in afterschool programs is associated with increased self-esteem and lower levels of depression and anxiety.

NJSACC's initiative also primes students to safeguard New Jersey's future. "From tide pools at the shore to forests at the Delaware Water Gap, New Jersey is full of natural resources from which children can learn. Teaching environmental literacy prepares children to protect their ecosystem," says NJ Department of Environmental Protection Commissioner Mark Mauriello.

Five Activities to do Outside with Children

NJSACC suggests five activities that are easy, free and fantastic learning opportunities for children:

Fairy houses: Collect small items you find outside. Look for twigs, leaves, moss, rocks, pinecones and more. Use these materials to build a house for fairies or elves. Try to make it look so natural, it is almost hidden.

For more information about Project WILD Aquatic, Project WET, Project WILD and Project Learning Tree visit www.teachnjenv.org

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Elaeagnus spp.

Russian/Autum/Thorny Olive

Elaeagnus known as Silverberry or Oleaster, is a genus of about 50–70 species of flowering plants in the Elaeagnaceae. They are deciduous or evergreen shrubs or small trees with alternate leaves. The leaves and shoots are usually covered with tiny silvery to brownish scales, giving the plants a whitish to grey-brown colour from a distance.



The fruit is a fleshy drupe containing a single seed; it is edible in many species, with a mildly sweet tangy flavour. *E. umbellata* is reputed to have a high amount of the carotenoid antioxidant, lycopene and has been shown to display antioxidant properties effective against cancer mechanisms in-vitro.

Despite its highly invasive growth characteristic throughout New Jersey, Elaeagnus species provide a valuable food source and cover for a host of small mammals, turkey and other wildlife. It is also used as food plant by the larvae of some Lepidoptera species including Coleophora elaeagnisella and the gothic moths.

Source: www.wikipedia.org

EDITOR'S NOTE: This insufferable weed is one I strongly suggest since you can't beat it, eat it!

[Autumn Olive Jam/Jelly Recipe](#)

Makes about 14 - 1/2 pints: 9 cups pulp with juice - without pits; 14 cups sugar, 1/4 cup lemon juice
Bring slowly to boil (see pg 32 Blue Book Ball Berry Jam instructions), stirring until sugar dissolves. Cook rapidly to gelling point . As mixture thickens, stir frequently to prevent sticking. Remove from heat. Skim foam if necessary. Ladle into hot jars, leaving 1/4-inch headspace. Adjust two-piece caps. Process 15 minutes in a boiling-water canner. Actually spreads nicely and is not solid in jars, has good spreading without chunks.

We also discovered a good way to get the pits out. After washing and taking the stems off, we put two layers of berries into a microwaveable dish, we cooked them for four minutes on high. Then we put the berries through a food mill (potato ricer) to remove the pits. This process made it so much easier to get the pits out and retain as much juice and pulp as possible.

Source: <http://forums.gardenweb.com/forums/load/edible/msg0711083011420.html>

Flora & Fauna of the Season



Feral Pig

Feral pigs, also known as wild boars, have been declared one of the most destructive invasive species on the planet, and the federal government estimates about 6 million of the animals are digging up crops and making mud wallows of sensitive vernal pools, where rare reptiles and amphibians reproduce.

In 2008, as many as 100 feral swine were ripping up golf courses, rooting through flower farms and generally making a mess of things in the swamps, forests and fields of Gloucester County.

The swine are not like the peccary or javelina of the southwest, the only pig-like creatures native to North America. Feral hogs, known worldwide as *Sus scrofa*, are linked to the swine of Europe and Asia that were domesticated eons ago only to go wild wherever freed from farm pens. Feral pigs prey on ground-nesting birds and small mammals and compete for food with native animals. They also are reservoirs for a host of diseases that impact domestic livestock, wildlife and even humans.

Wild boars live in groups called sounders. Sounders typically contain around 20 animals, but groups of over 50 have been seen. In a typical sounder there are two or three sows and their offspring; adult males are not part of the sounder outside of a breeding cycle, two to three per year, and are usually found alone. Birth, called farrowing, usually occurs in a secluded area away from the sounder; a litter will typically contain 8–12 piglets.

The animals are usually crepuscular, foraging from dusk until dawn but with resting periods during both night and day. They eat almost anything they come across, including grass, nuts, berries, carrion, roots, tubers, refuse, insects, small reptiles—even young deer and lambs.

Source: www.wikipedia.org; www.nj.com; www.app.com

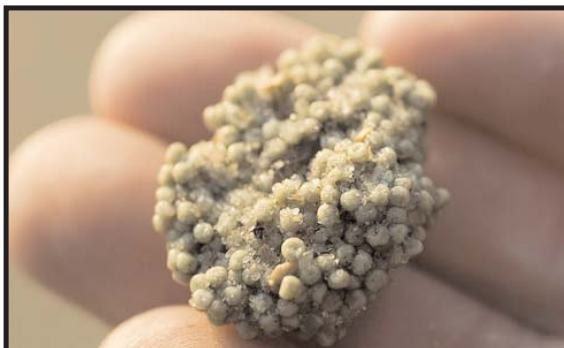
Aquatic Activity 'Heats Up' as Colder Months Arrive

As the days get shorter and the temperatures start to drop, it seems as if it is harder to get outside and enjoy the outdoors. I often hear the phrase, "I can't wait for spring to come so I can finally get outside again." Why wait until spring? Fall and winter can be some of the best times to get outside, especially to an aquatic habitat. The mosquitoes and flies are long gone, and you can explore freely without the burden of swatting and scratching throughout your journey.

A walk to a local pond, lake, stream or salt marsh can be very rewarding during the fall and winter months. While our summering songbirds have departed to warmer places, our wintering birds, many of which are migratory waterfowl, have arrived. You may be delighted to see a bufflehead, ruddy duck or merganser floating along in the open water. You may even hear the whouk whouk of the snow geese flying overhead. If you can't make it to a pond, an outside game of Migration Headache might be just the thing to get students outside, and help them connect to the birds that make New Jersey their home during the winter months.

Its not just about what's on or around the water, but what's in it as well. Not all aquatic animals become dormant during the cold weather. There are aquatic organisms that actually thrive in the cold water, many of which are macro invertebrates. Try dragging a dip net through the bottom of a pond and see if you can find larval dragonflies, caddisflies or stoneflies. Even if your pond is frozen over, if there is open water at the bottom you should be able to find aquatic invertebrates.

So find a pond to explore as the seasons change with students, you might be surprised what you'll find. There is certainly a lot to see and do outside in the fall and winter months with students. Go ahead and break out your hats and gloves, and get ready to see all the aquatic wildlife New Jersey has to offer.



Green Eggs and Sand Workshop

May 21-23, 2010

Mallard Lodge Smyrna, DE

The cost is \$100. For more information or to register contact Karen Leskie at (609) 748-4347 or email karen.leskie@dep.state.nj.us



Project WILD Aquatic Facilitators Needed

Are you interested in sharing your excitement and love of conservation and aquatic wildlife education? Have you attend a WILD Aquatic workshop and thought I would love to conduct one? Then perhaps becoming a WILD Aquatic facilitator is for you!

Facilitators are a core group of individuals ranging from nature center naturalist to classroom teachers, who are committed to educating others about wildlife and wildlife-related issues. They are on the front lines providing six-hour WILD Aquatic professional development workshops to educators in their cities and communities. During workshops, facilitators model WILD Aquatic activities and share their extensive knowledge about wildlife and conservation education.

If interested in finding out more information or how to become a Project WILD Aquatic contact Karen Leskie at 609-748-4347 or karen.leskie@dep.state.nj.us.

As winter marches on, it gets easier and easier to stay inside, but don't be afraid of the cold. Embrace it, and let it put a little spring in your step! Even 15 minutes of fresh air is better for the health and well-being of your kids than none, so bundle up and get out there.

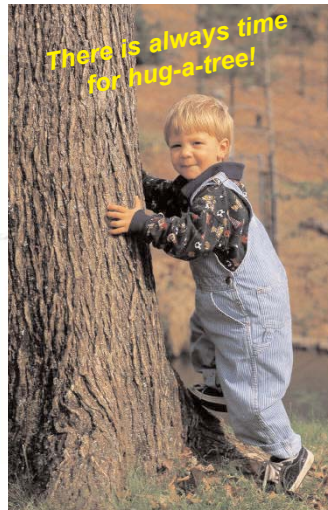
From www.greenhour.org

Suggested Activity

Water Canaries

Students identify and use aquatic organisms to assess the quality of a stream or pond or other water body.

NJCCS: 5.1.8 B1, 5.3.4 D1, 5.5.8 B1, 5.10.6 B1,2



children reconnect with nature. Children can benefit from time outdoors, both during school time and free time, with improved health and fitness, increased concentration, and emotional well-being. Louv coined the term "nature-deficit disorder" to describe what happens to young people who become disconnected from their natural world. Louv links this lack of nature to some of the most disturbing childhood trends, such as the rises in obesity, attention disorders, and depression.

The Network

The Children and Nature Network was "created to encourage and support the people and organizations working nationally and internationally to reconnect children with nature. The network provides a critical link between researchers and individuals, educators and organizations dedicated to children's health and well-being."

Richard Louvre is chairman of the organization, and writes a monthly column posted on the website. In addition, the site includes research, resources, publications and websites documenting the benefits of getting children outdoors. Two new features on the site include the Tool Kit includes a Quick Start Guide with simple instructions on how to start a local Nature Club for Families.

Also available on the Children & Nature Network website are two new resources for leaders, organizers, and participants at the local, national, and international levels:

Children and Nature 2008: A Report on the Movement to Reconnect Children to the Natural World

C&NN Community Action Guide: Building the Children & Nature Movement from the Ground Up

Find out more at: www.childrenandnature.org



Suggested Activity

Get In Touch With Trees

By way of trees in the neighborhood and a mystery box, students will explore their sense of touch and discover different shapes and textures in nature.

NJCCS: 3.4.1.B.2 ; 3.4.1.A.1; 3.4.2.B.1,2; 3.3.4.B.5; 3.3.4.A.2; 3.3.3.B.2; 3.4.K.A.1; 3.4.3.A.1,2; 3.4.3.B.1; 3.4.4.B.6; 3.4.5.A.1; 3.4.5.B.5; 3.4.6.A.1; 3.4.6.B.5; 3.3.3.A.1,2; 5.5.4.B.2; 3.2.2.D.2,3; 3.4.4.A.1,3; 2.4.B.1; 5.1.4.A.1,2 3.2.1.A.1,3,6; 5.1.4.B.1; 3.2.1.B.1; 5.1.4.C.1,2; 3.2.2.A.1,8; 5.5.4.A.3; 3.2.2.B.1,4; 5.8.2.D.1; 3.2.3.A.1; 3.2.3.B.1; 3.2.4.A.1; 3.3.2.C.1; 3.2.4.D.1; 3.3.K.A.1,2,3; 3.3.K.B.1,2; 3.3.K.C.1; 3.3.1.B.1,2; 3.3.1.C.1,2; 3.3.2.A.1,2,3

When you look around your classroom, do you find a room of glazed-over eyes? Imagine a room full of attentive, inquisitive, and engaged children, only they're not in a room...these children learn outside. By integrating the outdoors into your lessons, you will find your students more excited and willing to learn. Children today spend significantly more time indoors than their parents did as children.

Effects of Lack of Nature

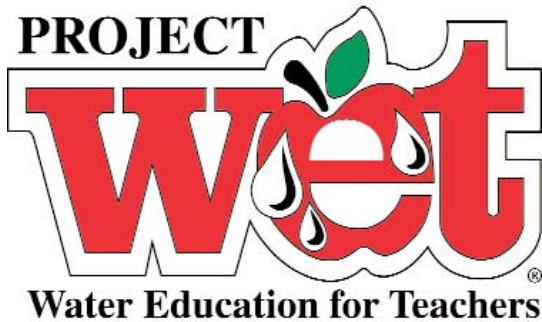
It is estimated that kids spend 40-60 hours per week plugged into electronics such as computers, video game systems, and TV. Studies have also shown that whether urban or suburban, kids still lacked outdoor activity. This lack of nature has led to an increase in many complex mental, physical, and emotional issues among this generation. Bringing your class outdoors will not only change how students learn and introduce them to nature outside their door, but it will also address and combat problems with ADHD, obesity, and depression.

Nature-deficit Disorder

The recent book, "Last Child in the Woods" by Richard Louv (2005) created a waterfall event for popularizing kids getting outside, exploring and learning about the natural world. Educators, especially environmental educators, have known the benefits of learning outside the school walls for years. The media has given a great deal of attention to Louvre's book, and the result is renewed support of teachers, administrators, parents and community members to have

PLT Get Kids Outside

Another resource that can be found online for teachers, administrators, afterschool programs and caregivers is the *Every Student Learns Outside* program. This site includes success stories and activity pages for parents, educators and anyone spending quality time with children outdoors. Visit www.learnoutside.org for more information.



GET OUT!

Get out! Get out! Get out! The cry has been raised throughout the land recently. With the publication of "Last Child in the Woods" by Richard Louv and the "No Child Left Inside" movement, getting outside is being pushed from all directions. Yet, in 1854 Thoreau wrote in Walden; "You only need sit still long enough in some attractive spot in the woods that all its inhabitants may exhibit themselves to you by turns."

In 1949, Aldo Leopold wrote in Sand County Almanac; "I once knew an educated lady, banded by Phi Beta Kappa, who told me that she had never heard or seen the geese that twice a year proclaim the revolving seasons to her wellinsulated roof. Is education possibly a process of trading awareness for things of lesser worth? The goose who trades his [awareness] is soon a pile of feathers."

David Sobel in 1998 expressed the need for a connection to nature when he wrote; "If we want children to flourish we need to give them time to connect with nature and love the Earth before we ask them to save it".

At first it stuck me as funny when I heard it proclaimed from the podium in a crowded room, that we have just discovered the importance of getting children outside. Then I took step back and thought what a great opportunity.

Those of us who have known, for years, that getting children outside is important can be pleased that our work is being validated in the greater society. Now we need to redouble our efforts to support other educators as they take, what might be, their first steps outside. If you are a classroom teacher, you can take this opportunity to encourage other teachers in your school to take their classes outdoors. If you work at a Nature Center or Environmental Education Center, you can try again to contact those schools that have not been visiting your site and send them information and an update on the no child left inside movement. Inquire about what you can do to assist them with any efforts they may be engaging in to get their students outdoors. It is also an opportunity to contact after school programs that have been involved in increasing their participants contact with nature and the out of doors. As the coordinator of NJ Project WET, I'm going to be looking to reach out to new audiences. Typically, Project WET has been targeted at schools and environmental education centers. After-school and Pre-School programs have been off my radar, I'm planning to put them on.

So, I've been thinking, what do I need to consider as I try to encourage people to get outside with children? What might they see as obstacles? What assistance can I give? What were my fears and concerns when I took my first class of students out of school during my student teaching back in ..., never mind? What were some of the lessons I quickly learned, in order to survive, when I lead my first nature hike in, again - never mind? Here is my list, not complete by any means. I would encourage you to drop me an email at NJWET@dep.state.nj.us subject: GET OUT! and let me know if you have anything else to put on the list. In December, I'll put together all the thoughts sent in and send it back to all that participated.

Obstacles to going outdoors

Q. I can't get a bus.

A. You don't need one. Taking students out to the parking lot can be a rewarding outside experience. A local park or green space might be a short walk away.

Q. How will I keep control of the students outside? They think going outside is recess.

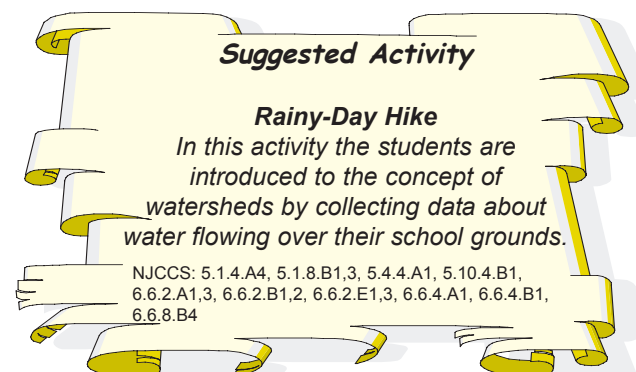
A. Of course they do, that is what they have been taught. You are a talented teacher and can easily teach them that going outside can be for learning. Let the students know before you go out that this is part of class. Go over the assignment before you go out. Handle discipline outside that same as inside. You have to set your expectations for behavior and the students will follow.

Q. What will I do outside, I'm not teaching about water?

A. If you are teaching measurement, wouldn't it be fun to let the students work with measuring cups and spoons outside where if something spills it is only on the grass and not the classroom floor.

Q. I don't have any equipment to go outside?

A. Keep it simple for you and the students. A file folder can serve as a clipboard for writing on and a small whiteboard or an easel pad works great as a chalkboard. In my experience, a canvas shopping bag or small tote will hold all the supplies I need to teach all day in a park.





Introducing: Growing Up WILD Exploring Nature with Young Children

Children have an innate interest in nature and the world around them. By providing young children with opportunities for outdoor exposure, you not only foster a sense of place for them within their community, you help boost their curiosity and creativity and encourage the process of self-awareness.

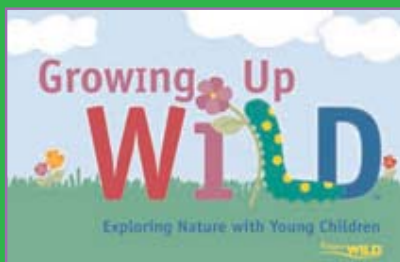
Growing Up WILD is an early childhood education program that builds on children's sense of wonder about nature and invites them to explore wildlife and the world around them. Through a wide range of activities and experiences, Growing Up WILD provides an early foundation for developing positive impressions about the natural world and lifelong social and academic skills.

The activity guide, Growing Up WILD: Exploring Nature with Young Children is written for early childhood educators of children ages 3-7 and features 27 field tested, hands-on, nature based activities in a full-color 11"x17" activity guide. The guide includes crafts, art projects, music, conservation activities, reading and math connections and much more.

For more information, contact Liz Jackson at (908) 637-4125 or send email to ejackson@dep.state.nj.us.

Growing Up WILD Facilitator Training March 26-27, 2010

Fairview Lake YMCA, Stillwater, NJ
\$80 includes lodging, meals & materials



Visit www.teachnjenv.org
in January for more information.

Beyond the Trout Stream Pequest Trout Hatchery offers Wildlife Education Programs

Are you looking to get your class out? The Pequest Trout Hatchery is pleased to announce an expanded line of programs. Hikes focusing on wildlife habitat and natural resources, sessions on river ecology, conservation biology, birds, insects and many other programs are now offered. All programs are designed to support most major subject areas while teaching about wildlife, and can be used to meet state standards for core course proficiencies as well as scout badge requirements.

Groups with a minimum of 10 and a maximum of 100 participants may schedule a program on weekdays and the programs are geared for pre-K - 12 grades. Most programs run about 2 hours. Students will be outdoors for the majority of the programs and should dress accordingly. Programs are conducted rain or shine, with no rain dates.

All programs are free of charge, but there is a \$50.00 deposit fee that is used to hold your date. The deposit will be returned upon your arrival providing that you arrive on time and adhere to program policies, or cancel with more than 24 hours notice.

A sample of program offerings:

Early Learner Reader Program -This reading program, geared for 3-7 year olds, jumpstarts their imagination about animals and habitats using stories, songs and hands-on activities. Students will observe the natural world in a short walk and learn about a specific wildlife species.

Birding Basics -Participants will learn the basics of bird identification in the field and the role coloration plays within a given species. Students will identify parts of a bird, learn how to use field guides and understand the use of field marks. They will also discuss the impacts of climate change on birds.

Seeing the Forest for the Trees -Learn how to identify trees through field investigations. Depending on the season, we'll identify trees by their twigs/bark, seeds, leaves, and shape.

For more information about the programs or to register contact Liz Jackson at (908) 637-4125 or send email to ejackson@dep.state.nj.us. You may also visit www.njfishandwildlife.com/peqprog.htm

Suggested Activity

First Impressions

Students discover and creatively share their thoughts and feelings toward wildlife and nature.

NJCCS: 3.3.K.A1,2; 3.3.K.B1,2; 3.3.K.C1; 3.3.1.A2;
3.3.2.A1,2,3; 3.3.3.A1,2; 3.3.3.B2; 3.3.4.A1; 3.3.4.B3,5,6;
3.3.4.D1; 3.4.2.A3; 3.4.3.A1; 3.4.4.A1; 3.4.4.B3; 3.5.1.A4;
3.5.3.B1; 3.5.4.A4; 3.5.4.B3; 3.5.5.B5



No Child Left Inside

The No Child Left Inside Coalition of hundreds of representatives from across the country strive to promote learning about the environment and the outdoors in the classroom. Congressman John Sarbanes and Senator Jack Reed introduced the No Child Left Inside Act on Earth Day 2009. This bill urges Congress to include critical environmental education measures in the No Child Left Behind law. If Congress adopts the proposals of the No Child Left Inside Act, a substantially strengthened No Child Left Behind will include:

- Funding to train teachers to deliver high quality Environmental Education and utilize the local environment as an extension of the classroom.
- Incentives for states to develop State Environmental Literacy Plans to insure that every student is prepared to understand the environmental challenges of the future.
- Encouragement for teachers, administrators, and school systems to make time and resources available for environmental education for all students.
- Environmental Education will be integrated across core subject areas.

Find out more at: www.cbf.org



EIC Model

The State Education and Environment Roundtable (SEER) was founded as a cooperative endeavor of 16 state departments of education. SEER works to enhance student achievement, improve K-12 instructional practices and help schools achieve their improvement goals by implementing the EIC Model™. (www.seer.org) This model is currently in use in almost 150 schools in 10 states. It was based on research, reported in *Closing the Achievement Gap: Using the Environment as an Integrating Context for Learning* (1998 & 2002), at 40 schools nationwide.

The EIC Model™ is a system of specific, interconnected educational practices and encompasses professional development and program evaluation. By integrating environmental issues in language arts, math, science, and social studies, students showed increased knowledge and understanding of content while working collaboratively, and showing enthusiasm and commitment to learning. Students also had better attendance rates, higher test score and fewer discipline problems.



Be Out There™

Be Out There™ is the National Wildlife Federation's initiative to inspire families across America to open the door and get outside! A daily dose of the outdoors improves children's physical, mental and emotional well-being. Join the Be Out There movement to get children outside, connecting to nature. The benefits of outdoor play are real: healthier kids with a life-long appreciation of wildlife and nature.

For more information, visit www.nwf.org/beoutthere

Marine Biology Eco Tour to Curacao February 13-20, 2010

Join Tenafly Nature Center's Executive Director, marine biologist and dive master Jennifer Kleinbaum for an unforgettably unique education experience. For details, call Jennifer at (201) 568-6093 or visit www.tenaflynaturecenter.org

Continued from cover....

Sidewalk seeds: Poke holes in the dirt along the sidewalk with a fork.. Put an alyssum or sedum seed in each hole. Water daily and watch them flower.
Cloud spotting: Lie down outside (or sit) and watch the sky. Draw the different shapes you see in the clouds. Wait 15 minutes then try again to see how the shapes have changed. Make up a story about your shapes.

Scavenger hunt: Put together an outdoor scavenger list. You might ask children to find five items of different colors, sizes or textures. Ask children to work as teams or to compete against each other.

Pinecones are magical: Find an open pinecone and rest it in water. After ten minutes the scales will shut. Let it dry and watch it reopen. Why this happened?



About Celebrate Afterschool!

New Jersey School-Age Care Coalition (NJSACC) is the guiding force behind the *Celebrate Afterschool! Outdoors in the Garden State* campaign. Their purpose is to build lasting public support for affordable, high-quality afterschool programs across New Jersey. Led by a public-private partnership and funded in part by the Charles Stuart Mott Foundation, the campaign builds public awareness and support; offers guidance for parents, providers and advocates; strengthens relationships with policymakers, funders, practitioners and parents; and shares best practices.

**For more information, contact Amy Sutnick Plotch
Campaign Director, NJSACC
(201) 703-4302
www.njsacc.org.**

**Want to find out which trees turn color?
The NJ Forest Service has information online at www.njforestrycenter.org. You can also download a full-color information page, found under the "Fact Sheet" button.**

Fall 2009-2010 Workshop Schedule

November 20 Flying WILD

Pyramid Mountain Natural Historic Area, Boonton
9 am to 3 pm; \$30; (973) 334-3130; www.morrisparks.net

November 20 WILD School Sites

Pequest Trout Hatchery & NREC, Oxford
9 am to 3 pm; \$10; (908) 637-4125; ejackson@dep.state.nj.us

December 2 Project WET

Greater Newark Conservancy, Newark
9 am to 3 pm; \$15; (973) 642-4646; mkovatch@citybloom.org

December 2 Project WET

Great Swamp Watershed Association, Morristown
9 am to 3 pm; \$25; (973) 538-3500; ltesta@greatswamp.org

December 3 Project WILD

Trailside Nature and Science Center, Mountainside
9 am to 3 pm; \$10; (908) 780-3670; www.ucnj.org/trailside

December 11 WILD About... Wildlife in Winter

Pequest Trout Hatchery & NREC, Oxford
9 am to 3 pm; \$10; (908) 637-4125; ejackson@dep.state.nj.us

December 12 Project Learning Tree

Liberty State Park Interpretive Center, Jersey City
9 am to 3 pm; \$6; (201) 915-3409; lspic@verizon.net

December 16 Project WILD/WILD Aquatic

Assunpink Wildlife Management Area Interpretive Center
9:30 am to 4:00 pm; \$10; (609) 748-4347;
Karen.Leskie@dep.state.nj.us

December 17 Project Learning Tree

Liberty State Park Interpretive Center, Jersey City
9 am to 3 pm; \$6; (201) 915-3409; lspic@verizon.net

January 18 Growing Up WILD: Exploring Nature with Young Children

West Milford High School, West Milford
9 am to 3 pm; \$10; (908) 637-4125; ejackson@dep.state.nj.us

January 22 Project WET

Great Swamp Outdoor Education Center, Chatham
9 am to 3 pm; \$30; (973) 635-6629; www.morrisparks.net

February 11 Project WILD

Benjamin Moore Paint, Flanders
9 am to 3:30 pm; \$15; (908) 637-4125
ejackson@dep.state.nj.us

February 12 Population Connection

Great Swamp Outdoor Education Center, Chatham
9 am to 3 pm; \$30; (973) 635-6629; www.morrisparks.net

February 24 Winter WILD

Pyramid Mountain Natural Historic Area, Boonton
9 am to 3 pm; \$30; (973) 334-3130; www.morrisparks.net

March 10 Project WILD

Greater Newark Conservancy, Newark
9 am to 3 pm; \$15; (973) 642-4646; mkovatch@citybloom.org

March 16 Spring Project Learning Tree

Pyramid Mountain Natural Historic Area, Boonton
9 am to 3 pm; \$30; (973) 334-3130; www.morrisparks.net

March 24 Wonders of Wetlands

Great Swamp Outdoor Education Center, Chatham
9 am to 3 pm; \$30; (973) 635-6629; www.morrisparks.net

March 24 Healthy Water, Healthy People

Great Swamp Watershed Association, Morristown
9 am to 3 pm; \$25; (973) 538-3500; ltesta@greatswamp.org

March 26-27 Growing Up WILD Facilitator Training

For early learner curriculum coordinators & directors
Fairview Lake YMCA, Stillwater
9 am \$80 includes meals, overnight lodging & materials
(908) 637-4125; ejackson@dep.state.nj.us

April 2 Flying WILD

Benjamin Moore Paint, Flanders
9 am to 3:30 pm; \$15; (908) 637-4125
ejackson@dep.state.nj.us

April 9 Growing Up WILD: Exploring Nature with Young Children

Sussex County Community College, Newton
9 am to 3:30 pm; (973) 300-2287; cleusink@sussex.edu

April 20 Project WET

Pequest Trout Hatchery & NREC, Oxford
9 am to 3 pm; \$10; (908) 637-4125; ejackson@dep.state.nj.us

April 22 Project WET

Pyramid Mountain Natural Historic Area, Boonton
9 am to 3 pm; \$30; (973) 334-3130; www.morrisparks.net
April workshops continued

April 30 Project WILD: Part 1

Sussex County Community College, Newton
8 am to 2:30 pm; (973) 300-2287; cleusink@sussex.edu

May 4 Project Learning Tree: Exploring Environmental Issues: MSW/Recycling

For educators of students grades 6-12
Great Swamp Outdoor Education Center, Chatham
9 am to 3 pm; \$30; (973) 635-6629; www.morrisparks.net

May 7 Project WILD: Part 2

Sussex County Community College, Newton
8 am to 2:30 pm; (973) 300-2287; cleusink@sussex.edu

May 22 Project WET

Liberty Science Center, Jersey City
9 am to 3 pm; \$75; (201) 253-1421; www.lsc.org

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Q. I'm not familiar with the local park. How do I know what is there?

A. This is a bit more of a challenge, but not a lot. Contact your local Parks and Recreation office. They may have maps and information for you and they may have someone that could meet you or your class. The simplest thing to do is to take the walk yourself. Time how long it took to get there and make a few notes on open grassy areas, shady areas, play equipment, etc. I've found that offering 10 minutes on the play equipment at the end of the lesson is a great way to keep the group focused.

Q. What if the lesson is a flop?

A. You've been there before; all new experiences bring success and failure along with new and sometimes unexpected rewards.

Q. What if it rains?

A. That can be a reward in itself. My suggested activity for this Branching Out is "Rainy-Day Hike". You can also choose to stay in that day. If I'm not mistaken we are all a flexible bunch.

Q. What about bugs?

A. That seems to come up more than I would expect. Again, talk to the students ahead of time. Let them know that they will be sitting on the ground. Talk about what they might find on the ground and dispel any apprehensions. I have used carpet squares or even plastic grocery bags as sit-upons outdoors. In some locations, black flies or mosquitoes can make it impractical to go outside sometimes.

Those are a few questions that I thought of. I hope you will send me a few more, with answers if possible. When talking with children outdoors a few things I try to keep in mind are; keep them close, don't try to talk louder than the fire truck going by and keep the sun in your eyes.

So with that in mind, **GET OUT!**

Plants-4-Pictures



NJDEP Division of Fish & Wildlife is offering native trees and perennials in exchange for 2-5 photos of your school-yard habitat. The plants are available for **PICK UP ONLY**. You may forward pictures by email to ejackson@dep.state.nj.us or snailmail them to Pequest Trout Hatchery, 605 Pequest Road, Oxford NJ 07863. Plant pick up will be at the Pequest Trout Hatchery & Natural Resource Education Center.

For more information contact Liz Jackson at (908) 637-4125.

American Ash, American sycamore, Atlantic White Cedar, Cardinal flower and Great Blue Lobelia

Trout in the Classroom

Trout in the Classroom (TIC) is a supplementary educational activity supported by the NJ Division of Fish and Wildlife. Teachers using the program provide a unique experience for their students and effectively teach lessons in a variety of disciplines.

The program is a hands-on, science based, multi disciplinary program that engages students and helps to connect them to real-life water quality, fish and wildlife issues and problems...and inspires them to seek solutions.

Watching fish hatch from eggs and develop from fry to fingerlings generates enthusiasm among students and helps them develop caring attitudes about fish species and their habitats. This is the first step in fostering a sense of stewardship for the planet.

If you are interested in this program and would like to know more, please visit www.njtroutintheclassroom.org. You can also contact Jessica Griglak at (908) 637-4125 or send email to Jessica.Griglak@dep.state.nj.us.

The Alliance for New Jersey Environmental Education 25th Annual Conference



A Celebration of Environmental Education

Wyndham Princeton Forrestal Conference Center
Plainsboro, NJ
January 28 - 30, 2010

Workshops, speakers, and field trips
for formal and non-formal educators

www.anjee.net/conference