



Unplugged & Outdoors with EEA 2016 Member Events

The Environmental Education Alliance of Georgia is pleased to announce our 2016 Member Field Excursions! These monthly trips offer many affordable opportunities for both new and current members to visit different regions of the state, immerse themselves in the outdoors, and get to know other environmental educators and EEA board members.

Trips are available to EEA members and one guest. If you are not currently a member, you may [join EEA](#) when you register.

To reserve your spot, a completed registration form and \$5.00 fee must be submitted by the registration deadline for each trip. Contact Sonya Wood Mahler, EEA's Member Services Chair, for more information: membership@eealliance.org.

To learn more and register for upcoming events, visit the "Member Field Excursions" page of the EEA website: www.eealliance.org/member-field-excursions. You can also access the page from the EEA homepage (www.eealliance.org) by hovering over the "Our Programs" tab at the top of the site. Then, select "Member Field Excursions" from the drop down.



Kayak along the lake in George L. Smith State Park at our June Member Event. Photo credit: www.gastateparks.org

Once on this page, you can read about each of the upcoming trips and register.

Learn about and see Georgia's ecosystems, network with other environmental educators, share teaching experiences, and enjoy time together in the beautiful outdoors by attending one or more of these special events. We hope you'll get "Unplugged & Outdoors" with EEA in 2016!

Read about each of our upcoming member events on page 3.

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Environmental Education Alliance of Georgia 

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Connect to Protect: Pollinator Conservation Initiative through The State Botanical Garden of Georgia at the University of Georgia

Written by:

Lauren Muller, M.S. Candidate, Horticulture, UGA College of Agriculture & Environmental Sciences

Cora Keber, Education Coordinator, The State Botanical Garden of Georgia, EEA Vice President

Compelling evidence has shown a devastating decline in our native pollinators, primarily due to habitat loss and the use of pesticides. Not only are these native insects attractive, they are incredibly beneficial. Native bees alone are estimated to be responsible for 15 percent of the combined value to the U.S. fruit, nut, vegetable, and field crop production. The service of pollinators contributes \$29 billion to the U.S. economy. The threat to insect populations and diversity has prompted movements across the U.S. to come up with creative solutions to the issue. Collaborations in the fields of entomology, horticulture, and ecology provide opportunities to approach this problem from an empirical standpoint.

Educators, gardeners, and businesses also provide unique outlets to contribute to pollinator conservation. At the University of Georgia, Connect to Protect, a program at the State Botanical Garden of Georgia, aims to increase awareness of the importance of pollinators and to implement solutions. The goal of this program is to create "pocket prairies" across the Piedmont region through plantings of native grasses and wildflowers. These "pocket prairies" are intended to provide food sources, nesting sites, and habitats for native pollinators. Educators at the garden also offer pollinator education programs and native plant installations. By doing this, the garden, through Connect to Protect, ensures that the next generation will not only understand the importance of pollinators but also see the hands-on solutions.

Connect to Protect gardens range in size from potted gardens to large raised beds. No project is too small. Homeowners and businesses can embrace the beauty of native plants while also supporting insect diversity simply by installing Connect to Protect plots within their own landscape. Heather Alley, the conservation horticulturalist at the State Botanical Garden of Georgia, is growing a variety of plants from native seed sources. This propagation process ensures that the native plant life cycle is in sync with the native insect life cycle. Plants can be purchased at the State Botanical Garden gift shop and at the fall plant sale at the garden in October. Packages of seasonally available species can be purchased and customized to fit the specific needs of each site.

The educational aspect of Connect to Protect is equally fundamental to pollinator conservation. State Botanical Garden educators take the program to schools within a 15-mile radius of Athens. There they teach students about plant-insect relationships and pollination activities and help them install a Connect to Protect garden/raised bed/planter on site. The \$4 per student fee includes on-site programming, native plants, and a Connect to Protect sign. By taking a hands-on learning approach, the students are introduced to the concept of pollination while also having fun. Teachers in schools more than 15 miles from Athens can get the teaching materials from the garden and provide the program themselves.

Successful Connect to Protect projects are beginning to pop up across Georgia. In 2015, Macon-Bibb County coordinated with the State Botanical Garden of Georgia to construct beds of eye-catching native perennials in several public gardens. More recently, an ecology class from the University of Georgia installed a native plant garden at Athens Regional Hospital, using tried and true plants such as milkweed, coneflowers, and bee balm. Additionally, several schools in the area have gotten students involved with Connect to Protect. Winterville Elementary, High Shoals Elementary, and Lakeview Academy all have installed custom Connect to Protect gardens.

Connect to Protect is a unique way that the University of Georgia interacts with the public to promote ethical and sustainable landscapes. To learn more, visit <http://botgarden.uga.edu/consERVE.php#Intro>.



*Member Events... Continued from cover***Park Paddlers Club Challenge Part I****Saturday, May 21st, 10:00am - Sunday, May 22nd, 3:00pm****Sweetwater Creek State Park and Chattahoochee Bend State Park****Activities:** Kayak George Sparks Reservoir in Sweetwater (look for ducks and wild azaleas) and a forested stretch of the river in Chattahoochee Bend (look for river otters and bald eagles). Picnic lunch in our boats. Out to supper together. Camp or stay in a nearby motel.**Cost:** \$5 EEA registration fee, \$10 state park membership card, plus two lunches, supper, breakfast, camping fee or motel, kayak rental (if needed).**Registration deadline: Saturday, May 14th***Flame azalea (Rhododendron calendulaceum).**Photo credit: www.nps.gov***Park Paddlers Club Challenge Part II****Saturday, June 25th, 10:00am - Sunday, June 26th, 3:00pm****George L. Smith State Park and Reed Bingham State Park****Activities:** Kayak along the lake following reflectors on the trees in George L. Smith (look for beaver dams and cypress trees) and Little River along the Roundtree Run in Reed Bingham (look for water lilies and tupelo trees). Snack on lunch in our boats. Out to supper together. Camp or stay in a motel.**Cost:** \$5 EEA registration fee plus two lunches, supper, breakfast, camping fee or motel, kayak rental (if needed).*Spot turtles and other animals at Stephen C. Foster State Park.**Photo Credit: www.gastateparks.org***Park Paddlers Club Challenge Part III****Saturday, July 16th, 10:00am - Sunday, July 17th, 3:00pm****Stephen C. Foster State Park and Crooked River State Park****Activities:** Kayak the Okefenokee Swamp to historic Billy's Landing and back in Stephen C. Foster (look for alligators, black bears, and wood storks) and on a tidal river thru salt marsh and past sandbars in Crooked River (look for dolphins and fiddler crabs). Lunch along the way. Out to supper together. Lodging in a nearby motel.**Cost:** \$5 EEA registration fee plus two lunches, supper, breakfast, two nights lodging in a motel, kayak rental (if needed).**Flint River Exploration****Saturday, August 13th, 10:30am - 3:30pm****Flint RiverQuarium, Albany****Activities:** Take guided tours of the Flint RiverQuarium, watch an Imagination Theater movie, and hike a three mile stretch of the Riverfront/Greenway Trail. This three mile guided excursion will introduce you to southwest Georgia and the Flint River. You will also be taken on a general exhibit tour to view all of our animals and a behind-the-scenes tour of the care involved in animal husbandry at our facility.**Cost:** \$5 registration fee plus \$35 admission fee plus lunch.**Fall Line Adventure****Saturday, September 10th, 2:00pm - Sunday, September 11th, 3:00pm****Phinizy Swamp Nature Park, Augusta****Activities:** The Fall Line runs directly through Augusta, GA. Come explore habitats of the Piedmont and Coastal Plain as we discover the birds and trees of Phinizy Swamp, hike the stunning landscapes of Heggie's Rock Preserve, and cruise down the Savannah River. Camp in a primitive site (access to water and bathrooms, no showers or electricity) at Phinizy Swamp Nature Park for \$8.**Cost:** \$5 EEA registration fee plus \$20 Savannah River Cruise ticket, Friday dinner, Sunday lunch, and lodging.*Enjoy a Savannah River cruise during our September Member Event in Augusta. Photo credit: www.augustacanal.com*

Environmental Literacy in the United States

An Agenda for 21st Century Leadership

National Environmental Education Foundation & US Forest Service
Summer 2015

CONCERN FOR THE ENVIRONMENT and healthier communities has over the past decade translated into significant progress toward protecting the resources we all depend on — from technological progress (more efficient light bulbs and solar panels) to policy shifts (increase in fuel efficiency standards for vehicles and reductions in mercury). Environmental education has also grown dramatically throughout society and now takes place in doctor's offices and boardrooms, in church basements and town hall meetings, and in schools, community colleges, universities, and vocational institutions. Environmental education also takes place when communities come together to tend a garden, when friends share resources online, when employers and employees work together to shrink their businesses' footprints, and when adults introduce children and grandchildren to special outdoor places.

Despite these significant advances, the planet's resources are under increasing pressures, from climate change and loss of biodiversity to shortages of clean water, wetlands, mangroves, fisheries, minerals, forests, and topsoil. According to the [Economist](#), by 2030, the world population of 7 billion "will demand twice as many resources as the planet can supply."

All of these challenges are taking place against the backdrop of massive and rapid societal change, from technology shifts to changing demographics. The scale and pace of change demands systems to provide citizens — young and old — with the information, skills, and tools they need to navigate a far more uncertain world than anyone predicted even a decade ago. Everyone must understand and experience that they can be part of the solution. This is the goal of environmental literacy.

WHAT IS ENVIRONMENTAL LITERACY?

According to Webster, literacy means: the ability to read and write; and the condition or quality of being knowledgeable in a particular subject or field, such as cultural literacy or biblical literacy. The definition leads many people to equate environmental literacy with "knowledge" and an environmentally literate person as someone who understands environmental issues.

Although knowledge and understanding are important components of environmental literacy, they are not the

whole picture. Research has shown that there is often a disconnect between what people know and what they do. In reality, other factors — how people feel, their environmental experiences, social norms, what their priorities are, their skills, their self-identity, and other factors — come into play when people decide to do something or not.

Terms like environmental literacy or environmental education are always being refined and reexamined by experts in the field, but this report defines an environmentally literate person as someone who, both individually and together with others, makes informed decisions concerning the environment; is willing to act on these decisions to improve the well-being of other individuals, societies, and the global environment; and participates in civic life.

ENVIRONMENTAL EDUCATION AND STEM

When you're a global corporation that depends on exacting scientific research, engineering, and technological innovation to do business, news that American students — your future workforce — are falling behind in science, technology, engineering, and math (STEM), makes you take notice, and take action. Underwriters Laboratories has made a commitment to boosting STEM learning and has sponsored research to identify the best in STEM education. Honeywell's chief executive, David Cote, says STEM education improves employment and innovation, which in turn brings more people into the field to solve problems and create new solutions.

Total employment in STEM jobs is expected to increase by twice as much as all other jobs by 2018 and environmental science jobs are expected to grow by 25 percent by 2016 — the fastest among the sciences. But it's not just about STEM focused careers. STEM education builds basic skills and increases critical thinking at early ages.

Whether the focus is getting a job or getting STEM-based skills, environmental education [can provide a compelling context for teaching STEM](#). Environmental education provides a diverse range of real-world challenges that engage students in meaningful hands-on opportunities to apply and reinforce STEM concepts across multiple subject areas.

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Environmental Literacy... Continued from page 4

Recognizing this, National Environmental Education Week (EE Week), the nation's largest celebration of environmental education, has had a multi-year focus on connecting the environment with STEM learning. In 2013, EE Week focused on technology and in 2014 it focused on Engineering a Sustainable World — exploring how engineering plays an important part in the way we think about and solve some of today's biggest environmental problems.

Environmental education engages students in meaningful and exciting projects that can spark their interest in STEM and empower them to take part in solutions to local environmental challenges. By providing students real-world problem to solve, EE builds critical thinking skills and helps create the next generation of professionals that use their STEM skills every day, no matter the profession.

To read this publication in its entirety, go to <https://naaee.org/eepro/resources/environmental-literacy-united-states>.

NEEF. (2015) *Environmental Literacy in the United States: An Agenda for Leadership in the 21st Century*. Washington, DC: National Environmental Education Foundation.



Environmental education may be on the verge of a tipping point in America's schools and institutions of higher education. From preschool through college, there are more opportunities than ever for students to become engaged in environmental education. Photo credit: State Botanical Garden of Georgia

SCIENCE AND ENGINEERING PRACTICES AND ENVIRONMENTAL EDUCATION

The Next Generation Science Standards include a set of eight skills known as Science and Engineering Practices (SEPs). Below are examples of using environmental education to teach these practices through real world experiences.

SEP1: Asking Questions and Defining Problems.

A class of 2nd graders visits a local nature center on a field trip. As they meander along a short wooded trail, the students notice that moss tends to grow mainly on one side of the trees. When they return to class the next day, students develop a question that they will investigate: why does moss grow mainly on the north side of the trees?

SEP2: Planning and Carrying Out Investigations.

A group of students in the lunchroom debate whether a paper lunch bag should be thrown into the trashcan or the compost bin. Some argue it will take too long to decompose, and others feel the paper will break down quickly along with the food scraps. Back in class after lunch, the students design an investigation to determine how long a paper lunch bag takes to decompose.

SEP3: Analyzing and Interpreting Data.

Students monitored the water quality in a stream on their school's campus once a month for the past 6 months. As the weather warms, they notice dissolved oxygen levels decreasing each month. Concerned for the organisms that depend on the oxygen dissolved in the stream water, the students analyze trends in their data to determine a cause for the decrease.

Environmental Literacy in Georgia

The Environmental Education Alliance of Georgia's vision is a statewide culture of environmental literacy and stewardship. We strive to foster an environmental ethic and environmental literacy throughout the state through our annual conference, Outdoor Learning Symposium, the Advanced Training for Environmental Education in Georgia, Monarchs Across Georgia, and our member events.

Efforts to cultivate environmental literacy are also taking place at a regional level by the [Southeastern Environmental Education Alliance](#) (SEEA), most notably with their annual conference and research symposium. SEEA's 2017 conference and symposium will be taking place in Georgia in conjunction with EEA's annual conference, March 3-5, 2017 at the Environmental & Heritage Center in Buford. At the 2017 conference, Christopher Uhl, professor of biology at Penn State University, will deliver the keynote address. As Mr. Uhl puts it on his [Penn State bio page](#), his work has been guided by one overarching question: "How can humans live harmoniously with each other and with the sustaining Earth that has birthed us?" A perfect question when considering environmental literacy.

2016 Annual Conference Reflection

by Elena Cox
 Environmental Science Teacher
 South Paulding High School
 EEA Annual Conference Attendee

As an environmental science teacher at South Paulding High School, I took the responsibility of sponsoring an environmental club during this school year. At our school, it is not uncommon for teachers to discuss ideas on how to improve students' experiences and make their learning interesting and valuable. Another environmental science teacher recommended an environmental conference that takes place in March to help me with these ideas. I decided to do some online research and found the Environmental Education Alliance of Georgia annual conference that took place on March 4-5, 2016 at Environmental & Heritage Center in Buford.

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At the F. Wayne Hill Water Resource Center tour, Linda May, Environmental Outreach Coordinator with Georgia DNR's Wildlife Resources Division, cautiously looks at what's in the brush screen (stinky!).



Learning about wastewater treatment during the F. Wayne Hill Water Resource Center tour.



Keynote Speaker Charles Seabrook, nature columnist with the Atlanta Journal-Constitution.



Kudos to outgoing EEA President Robby Astrove! Current EEA vice president, Cora Keber, says a few words to honor Robby.



Challenging participants to take at least ten interesting photos while standing in one spot for the "Savoring Nature Through Photography" class taught by Linda May.

Photo credits: Linda May and Melissa Martin

Conference Reflection... Continued from page 6

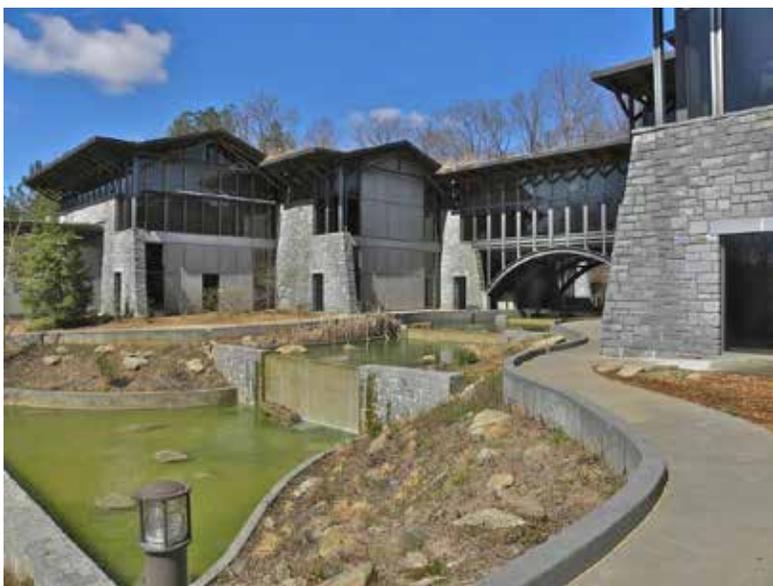
First, I was pleasantly surprised that the organizers of the conference responded to my email almost right away in a very friendly way. I also liked the idea of a scholarship to pay the conference participation fee. I felt like it was a great idea to come to a special conference like this one.

Before the conference even started, I already grew to like the Environmental & Heritage Center facility, surrounded by nature trails, meadows, green plants growing on the roof, gold fish in the pond, and the sounds of running water. *What a wonderful place to take my environmental science and club students for a field trip*, I thought.

At the conference, the sessions that I attended provided me with ideas not only for the environmental club but also for the environmental science courses that I teach. For example, MG Sprouts "Horticulture Activities for Kids" seminar presented me with ideas on how to introduce my students to growing plants. This seminar motivated me to start a bean germination project with my students in environmental science class. The bean plants grew fast, and in a couple of weeks, we had bean plants that we subjected to environmental factors, such as acidity, cold, light, and nutrients. The students were excited to see their plants grow under various environmental conditions.

My next step was to take the environmental science students outside for a nature observation. This idea came from a brochure that I picked up at one of the vendor tables at the conference, where a similar activity was described. The students were to observe and describe biotic and abiotic factors during the nature hike that we took. This activity has not only educational value but also drew my students closer to the environment and helped them understand nature better. Reading my students' reflections, I realized that little is done at school to help students develop a responsible relationship towards nature.

During the conference, I realized that I need more training in the area of environmental education and to become a more environmentally literate person and teacher.



Thank you to the Environmental and Heritage Center for hosting the event. What a beautiful facility!

From the EEA Conference Committee:

The 2016 EEA Annual Conference took place March 4th-5th at the Environmental & Heritage Center in Buford. Over 130 educators participated in a variety of hands-on sessions and activities and networked with fellow environmental educators.

The Annual Conference gives us the opportunity to collaborate, learn, and share best practices to advance the field of environmental education. If you have yet to experience an EEA conference first-hand, we encourage you to get involved!

Interested in helping to plan next year's conference, which will also be held at the Environmental and Heritage Center in Buford? Contact Jennifer McCoy to join the Conference Committee: jennifer.mccoy@cobbcounty.org.



"Science is a Verb - Using Dynamic Learning to Teach Environmental Science" session taught by Monica Kuhlman & Lindsey Reid from Woodward Academy.



Melissa Martin of the Flint RiverQuarium and EEA Regional Director (South) helping to set up for the conference.

by Sonya Wood Mahler
EEA Member Services Chair

FRESH FACES, FRESH IDEAS

Featuring EEA's Newer Members

Meet **Jessica Paterson**, Savannah Children's Museum Operations Supervisor with the [Coastal Heritage Society](#) in Savannah, Georgia. She is a great example of EEA's membership interweaving cultural and environmental programming to create stronger communities.

Finding EEA

The Savannah Children's Museum/Coastal Heritage Society joined as a member a few years ago. At the end of 2015, Jessica became the new Operations Supervisor for the Savannah Children's Museum and renewed their membership in February 2016. She looks forward to having access to the wealth of knowledge, resources, and connections that EEA and its members provide. The museum's space is currently all outdoors, so they are always encouraging outdoor exploration and focus many of their educational programs on Savannah's unique environment.

Day to day environmental education

Coastal Heritage Society manages five museum sites within Savannah, including the Georgia State Railroad Museum, Savannah History Museum, Savannah Children's Museum, Old Fort Jackson, and Pin Point Heritage Museum. The only museum that is completely indoors is the Savannah History Museum, so there are many opportunities for environmental education. In Jessica's world at the Savannah Children's Museum, they focus on outdoor learning and exploration. Their sensory garden and active insect environment create opportunities to teach children about life cycles of plants and living things, gardening, and pollinators. Jessica has begun a series of nutrition and garden workshops that focus on healthy eating habits and lifestyles. Every year the Children's Museum hosts a Bug Fest, which always proves to be a visitor favorite! This year they will add activities on the beauty and engineering of bug architecture.



Favorite thing about being an environmental educator

Jessica loves a child's sense of wonder and curiosity about his or her surroundings, so her favorite thing is sharing this sense of wonder and excitement about the world with them! As their curiosity grows, hers grows too, and they learn and explore together. Jessica tries to encourage the little visitors and their families to use all of their senses and to observe local creatures as they grow and transform. The Children's Museum is home to a great number of cute frogs each year, which is why they have a frog on their logo!

Best moments working with kids

Jessica loves to hear "Yum!" when kids at the Children's Museum try something new from their garden. Often these are the picky eaters who won't touch a green thing on their plate at home, but will pick some arugula or a kumquat on their own accord and try it!

Relaxation, travel, and fun

Jessica has a background in both photography and historic preservation, so whenever she has the time and money she loves to travel and photograph cultures, architecture, and landscapes. Her most recent trip was to the always breathtaking Iceland. Over the past seven years, she's been fortunate enough to study in southern France, research her genealogy and connect with family in Sweden, camp around Colorado, and explore Ireland. Jessica is originally a New England girl, so she also enjoys lobsters, hockey, and the ocean.

Impressions of EEA so far

Jessica has been very pleased with the amount of information available for organizations like the Savannah Children's Museum and Coastal Heritage Society. They have found many grant opportunities that work with their goals. She would love to reach out and connect with other members for more educational resources pertaining to children's outdoor learning. She looks forward to the Outdoor Learning Symposium in the fall!

Congratulations ATEEG Graduates!

by Jackie Sherry, Dunwoody Nature Center, ATEEG Committee Chair
& Catherine Ridley, One Hundred Miles, ATEEG Program Administrator

Congratulations to the most recent graduates of the Advanced Training for Environmental Education in Georgia (ATEEG) Program! The five graduates were honored at the annual EEA Conference in March at the Environmental and Heritage Center in Buford, Georgia. The graduates include Teresa Adkins, Joseph Daugherty, Ginnie Ferrell, Cal Ludwick, and Melissa Martin.

Participants of ATEEG have three years to complete three core courses, 50 hours of specialization workshops, and an Independent Study Project to show their mastery of environmental education. Participants are encouraged to choose subjects for their final independent study project that are of interest to them. The projects end up being quite unique based on the individual. Below is a description of our most recent graduates' Independent Study Projects.



The five graduates were honored at the 2016 EEA Annual Conference.

Teresa Adkins created a Wildlife Habitat Education Program called **"WHEP it Up."** It was designed to help youth learn wildlife terms and concepts, identify Georgia wildlife species and their habitat requirements, judge habitat quality, and become familiar with common wildlife habitat management practices and their appropriate usage. Teresa hopes that the acquisition of these skills will increase environmental literacy and help prepare students for the new component of the 4-H Wildlife Judging competition.

Joseph Daugherty created the **Sawnee Mountain Preserve Homeschool Program (SMP-HS)**. The purpose was to provide local homeschool families with a science-based educational experience aimed at increasing environmental awareness and promoting preservation, conservation, and stewardship.

Ginne Ferrell created **Camp Beech Grove**, a day camp at Central Congregational UCC for children grades K-3. The focus of Camp Beech Grove was a nature camp in the midst of a Christian community to help people take care of God's world.

Cal Ludwick's Independent Study Project was **Photographing Arabia Mountain**. The purpose of the project was to encourage awareness and advocacy for conservation and preservation of the natural resources of Arabia Mountain National Heritage Area. The goals included teaching photographic techniques that improve the participants' ability to capture nature, tell a story, and convey information about some of the flora and fauna found in the Arabia Mountain Nature Preserve.

Melissa Martin created **Go With the Flow**, which allowed students to "think globally, act locally," focusing on the Flint River and nonpoint source pollution. Students utilized math and map skills to measure areas, collect and organize data, and explain how land use impacted water quality. Students also used problem-solving skills to calculate the volume of water flowing into the watershed.

Congratulations to our ATEEG graduates. If you are interested in learning more or becoming an ATEEG participant, please visit the website at www.ealliance.org/ateeg.

RECIPIENT OF 2016 DRAGONFLY GRANT ANNOUNCED

EEA is pleased to announce that Ashli Solinger is the latest recipient of the Petey Giroux Dragonfly Grants for EE and the Arts. Ashli is an Art/STEM teacher at Kinchafoonee Primary School in Leesburg, Georgia, and her project is "Learning Through the Arts Outdoors." The project centers on taking her students outdoors so that they can make real world connections and experience nature first hand to have a better understanding of the natural world and all that is in it. Her main learning objective is to teach her students about nature through integrated visual arts lessons and to promote environmental awareness.

As part of her curriculum, Ashli's students will go outside to observe their surroundings and draw various subjects in a natural setting. They will study pollinators, birds, the natural wetland that is on campus, and other flora and fauna. According to Ashli, the school's outdoor learning areas will offer valuable educational opportunities for her students. In her grant application, Ashli wrote, "What better way to study Georgia O'Keefe than to go to our gardens and study flowers up close as she did. My students can embrace Henri Matisse's goldfish painting that has an outdoor setting by going to visit our own schoolyard fish pond and drawing from a real life setting." Ashli plans to use the funding to create a mobile Art/STEM classroom so that she and her students can travel around the school's grounds as part of their lessons.

The grant review panel felt that Ashli's proposal most closely aligned with the intention of the [Petey Giroux](#) memorial fund. In honor of her life of service and legacy of environmental education through the arts, the Environmental Education Alliance of Georgia established the [Petey Giroux Dragonfly Grant](#). The program provides mini-grant awards up to \$1,000 for projects that use the power of performing and/or visual arts to enhance environmental education.

Congratulations, Ashli!



MAG STUDENT HIGHLIGHT: SARINA CHALMERS

SARINA CHALMERS is a high school senior at The Paideia School in Atlanta. Sarina was a recipient of the 2015-17 [Monarchs Across Georgia Pollinator Habitat Grant](#) for her "Paideia Plant-Pollinator Project." Sarina also received the 2015 Monarchs Across Georgia Pollinator Habitat Award, presented at the 2016 EEA annual conference.

Sarina has done extensive volunteer work toward understanding and promoting pollinators and habitat conservation with the urban agriculture and biology programs at Paideia. The Paideia Plant-Pollinator Project was conceived, created, and spearheaded by Sarina and involves students at all levels throughout the school. Through the project, over 20 species of native wildflowers and flowering herbs have been planted at Paideia and in the Druid Hills neighborhood, as well as in other school and community gardens in under-served neighborhoods around Atlanta.



The Paideia Plant-Pollinator Project is a comprehensive farmscaping plan that uses native plants to attract a wide variety of pollinators. In addition to providing a habitat of native flora that will support native fauna, Sarina and her collaborators also hope to increase the crop yields in Paideia's two Certified Naturally Grown farm sites. The project also supports the school's AP Biology Plant-Pollinator Coevolution lab, in which students take samples of DNA from the different species of pollinator plants growing on Paideia's farmlets. In the lab, students use phenotypic traits and the plants' DNA to map out the evolutionary diversity among pollinator plants. This lab demonstrates the benefits that come from having a richer variety of flowering plants in a local ecosystem.

Sarina has also been selected as one of Atlanta InTown's 20 Under 20 for 2016. Atlanta InTown's 20 Under 20 recognizes area students for extraordinary community service. Read more on page 15 of the Atlanta InTown publication:

http://issuu.com/atlantaintown/docs/010116_in.

Way to go, Sarina!

Remembering Allen Nasworthy

An Agent of Change

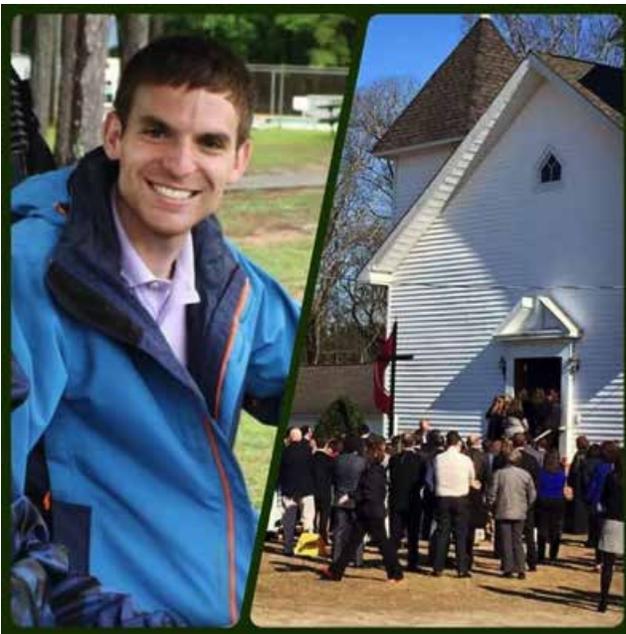
As many of you know, our colleague and friend Allen Nasworthy took his own life on Monday, February 8, 2016. Allen was a member of EEA, served on the Board, helped organize the 2015 Conference, and, as the director of the Fortson 4-H Center, hosted EEA's 2015 Outdoor Learning Symposium. Allen was a life-long member of Georgia 4-H, served as a 4-H summer camp counselor, became a high school teacher (Teacher of the Year his first year), and worked for the Future Farmers of America camping program before returning to Georgia 4-H as the director of Fortson.

His decision came out of the blue and left us scrambling to make sense of what happened and put it into context. And as I reflect on Allen and his life, the context I come up with is Agent of Change. Allen was an Agent of Change. His whole life, all the way back to his summers spent as a 4-H counselor, reflects his belief in being an agent of change in people's lives. He believed in providing people opportunities to change, grow, and better themselves, and he believed in supporting those people as they grew. He did it as a high school teacher and as a Georgia 4-H Center Director.

Allen's funeral was on a heart-breakingly beautiful late winter day in a small country church surrounded by soybean fields and stands of pine trees. Inside the church was standing room only, and those that didn't arrive early enough spilled down the steps and gathered in the parking lot. There was a fantastic blue sky, warm sunshine and breeze, and a spring peeper chirping away somewhere behind those of us gathered in the parking lot as we listened to the murmurs from inside the church. I believe all of us there would testify to somehow being touched or changed by our contact with Allen. Maybe it was just his good cheer and humor that lifted us a little; for some it was literally a changed life. So now when I remember Allen, I choose to think of him as an Agent of Change and I take encouragement as I, too, try to be an Agent of Change.

You are missed, Allen. Rest in peace.

- Paul Coote, friend and colleague



Charles Allen Nasworthy
February 26, 1987 - February 8, 2016

save the date



10.14.16

The Council of Outdoor Learning Presents
THE OUTDOOR LEARNING SYMPOSIUM
 Southwest Atlanta Christian Academy • Atlanta, Georgia

eealliance.org/outdoor-learning-symposium

Save the Date

March 3-5, 2017

SEEA Conference & Research Symposium

Gwinnett Environmental & Heritage Center



Environmental Education Alliance of Georgia



www.eealliance.org
www.southeastee.org



Find us on Facebook and Twitter for pictures, program updates, upcoming events, articles of interest, grant opportunities, and more!



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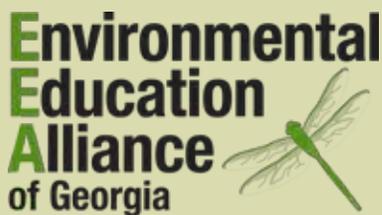
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