

River Network Partner Responses to the Following Query:

Greetings!

Some people collect stamps; others collect thimbles. I however, collect information (it rarely gathers dust). Currently, I am seeking information about Partners with programs that connect kids to nature. I'm particularly interested in programs that focus on inner-city and disadvantaged youth. So, if you have a paddling or fishing or similar program that gets kids who otherwise would not have the opportunity out on the water, I'd love to hear about it. Please send me a short description and any related weblinks. Thanks in advance...and keep up the amazing work I know you are all doing.

~ Katherine Luscher, River Network

Clinton River Watershed Council

In 2008 The Clinton River Watershed Council (CRWC) and Oakland University Pre-College Programs joined forces to bring CRWC's Stream Leaders to nearly 1,000 students in Oak Park and Pontiac Michigan. The Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) at Oakland University offers a variety of academic and social services to all ninth grade students in the Oak Park and Pontiac school districts. Students in both of these highly urbanized communities in the Detroit Metro area have limited connection/access to the Clinton River, and no opportunity for outdoor environmental educational programs. This partnership began at the beginning of the 2008-2009 school year with a visit to each teacher and class involved in the program. Since the new year CRWC staff has engaged students in a number of programs that educate them about the watershed, human impacts on the environment and training the students to perform water quality monitoring in the stream. During the last week in April Oakland University student mentors will assist CRWC staff and high school students in facilitating water quality monitoring. Thanks to Oakland University and Stream Leaders these students will get a chance to get outside, learn and explore the Clinton River in their community.

Roaring Fork Conservancy

Since 1997, Roaring Fork Conservancy has conducted education programs for nearly 40,000 students and adults of all ages throughout the Roaring Fork Valley. Educators teach students about the ecological, chemical, physical, and cultural significance of local riparian areas using relevant, hands-on, place-based, interactive learning methods. Committed to a watershed-wide approach to education, Roaring Fork Conservancy works with over 20 schools on 30 field

study sites from Aspen to Glenwood Springs, Meredith to Marble. Watershed Explorations allow adults and families the opportunity to explore and learn more about the watershed they live within. These programs bring local experts together with citizens to understand the value of our valley from a watershed perspective.

Nashua River Watershed Association

At the Nashua River Watershed Association in Groton, MA we run a variety of environmental and science programming for schools within our watershed district. The NRWA partners with local foundations to offer the combined program series described in the attachment to underserved schools. Former recipients of the program included schools from Clinton, Ayer, and Lancaster, MA. The recipients this year include schools in Nashua, NH and Fitchburg, MA. Presently, River Classroom serves approximately 2000 school students each year.

The following description gives you an idea of how the program works. Keep in mind that each program can be tailored to the specific focus of the students and teachers.

When developing a new program for a new school, we offer a teachers workshop to help the staff become familiar with the river, the program, and our curriculum resources. Taught by River Classroom staff, the workshop involves curriculum brainstorming and development, aquatic insect investigations, and a canoeing trip for all teachers participating in the program. This can be scheduled on a weekday or weekend day to accommodate the teachers' schedules. Teachers can make use of our curriculum resources as well as pursue their own ideas and materials for classroom development.

The River Classroom program creates an understanding of how the Nashua and Squannacook Rivers, their quality of water, and their surrounding greenway are an integral part of the ecology that directly impacts everyone's lives. Through this project, students directly experience their local river environment and learn about what has been done to turn the Nashua River basin from a severely polluted waterway into a national model of watershed restoration. Most importantly, children learn about what still needs to be done to help preserve these rivers for future generations. Specifically, this next generation of local citizens learn about how to stop non-point source pollution, a continuing threat to the Nashua River and its tributaries.

River Classroom involves a collaborative partnership between the students and teachers, the Nashua River Watershed Association, and the environmental award-winning canoeing outfitters, Nashoba Paddler. The program integrates science and geography curriculum with a resource right in their own backyards.

By canoeing the river, the students will experience river-related environmental issues in a very tangible way and explore the ecosystems dependent upon this spectacular waterway.

HOW the program works:

Students, teachers, and volunteer parents will view an introductory slide presentation on the Nashua River, its history and the story of its remarkable recovery. Then each class will participate in a half day of river canoeing involving wildlife field studies and geology/history discussions with educator/guides from River Classroom. They will be challenged to use their observation skills and make connections with their own lifestyles, including the continuing effects of pollution generated from rapid growth, lawn care, recreational use, etc.

Students will spend the other half of the day along the river's bank doing a shoreline macro-invertebrate study with River Classroom staff, using specialized equipment to capture, observe and release river creatures such as various insect larvae, fish and crayfish.

On April 21, 2004, the NRWA River Classroom program was honored with the Secretary's Award for Excellence in Environmental Education from the Executive Office of Environmental Affairs at the State House in Boston, MA.

Flint River Watershed Coalition

The FRWC partners with Earth Force to implement GREEN (Global Rivers Environmental Education Network).

www.earthforce.org and <http://www.flintriver.org/Programs.html#Green>

Our core group of schools are inner city Flint schools. It's great fun watching the kids do their monitoring and make their presentations. Most of them have a major change in attitude about the river after participating in the program.

GREEN is a national program, so I'm sure we aren't unique in our story.

The Flint River Watershed Coalition, with our partners in Genesee GREEN – Earth Force, the Genesee Intermediate School District, the Genesee County Drain Commissioner, General Motors and a handful of others, coordinates an applied curriculum for Middle School and High School students that has a positive impact on the environment, now and into the future.

Using scientific methods, a classroom of students tests or monitors a body of water; identifies an environmental problem, researches the causes of the problem, and works to eliminate the problem. Beyond merely identifying the environmental issue, the class works to make positive changes in practices or

policies that allowed the problem to emerge in the first place. In Genesee County, the work done in Genesee GREEN compliments the on-going monitoring project that the Watershed Coalition has conducted for several years. It also provides information for use by the County Drain Commissioner in fulfilling their responsibilities relative to storm water run off concerns and abatement.

The Watershed Coalition currently has several classrooms in a number of Genesee County school districts involved in Genesee GREEN.

The program is partly funded by General Motors, and the Genesee County Drain Office, both of whom have classroom mentors assisting throughout the entire process. The Intermediate School District coordinates the classroom involvement; and the Watershed Coalition oversees the entire program and coordinates the partnership. The Genesee County Drain Commissioner has "adopted" some schools and will use the program to further promote storm water issues. Earth Force is the national organization that supports the training and other aspects of the program.

River Watch

River Watch volunteers consist primarily of Middle and High School students, but also include citizen groups, individuals, private schools, colleges, children's homes, youth programs and nature centers. On an annual basis there are approximately 120 different organizations actively participating in the program, with new groups being added each year. Student groups make up the 85% of all the volunteers monitoring over 200 rivers at 3000 stations in our database. Each volunteer group receives the training and becomes certified. Each year, each group is personally visited and tested and receives additional certification for that year.

QA/QC plan is in place to ensure the quality of the data collected that volunteers agree to monitor on a monthly basis. Samples are collected which the volunteers analyze for hardness, alkalinity, dissolved oxygen, pH and temperature. Additional samples are collected to be analyzed for total and dissolved metals, which include Al, As, Ca, Cd, Cu, Fe, Mg, Mn, Pb, Se and Zn. This analysis is performed by our CWN analyst, Matt McIntyre, at the CDOW laboratory in Fort Collins. Twice a year volunteers collect nutrient samples that are analyzed for ammonia, chloride, sulfate, total suspended solids, total phosphorous, nitrate and nitrite. Volunteers perform one physical habitat assessment to accompany their annual macroinvertebrate sample which is sent to an outside lab for identification.

This program is offered to large urban schools, small rural schools, public and private. These schools, regardless of their size, location or population have much in common. Every kid has some connection to their natural environment if

allowed to experience it. Many kids do not and this is not just an urban issue. River Watch has connected a diverse set of youth over time to the value and function of rivers in their back yard. Over the history of this 20 year program students have received collage credit in high school, obtain jobs during collage and after in water related fields. Those include at drinking water and waste water treatment plants, in consulting and many have become teachers and continue River Watch in their new school. We have 4 pairs of parent/child River Watch teachers current in the state. Some testimonials include "River Watch was the most meaningful science program I ever participated in, it changed my outlook on science and rivers" or "River Watch is no longer offered at our school can I intern with you directly, this is such a great experience for me." One administer even called our staff and asked what we did at a recent training stating, "What did you do, this teacher was burnt out and ready to retire and came back full of energy we didn't know he had." Those of us in this water and education business got the bug, we understand how it is contagious.

Logan Soil & Water Conservation District

We work with the Benjamin Logan School District to get everyone of their 4th and 7th graders to the Mad River twice during the school year. The Mad River is a cold water stream here in Ohio. At the stream the students test for pH, dissolved oxygen, nitrates, phosphates, and ammonia. They also monitor for macroinvertebrates as well as document any physical changes to the stream area.

Now, that may seem normal but we happen to have a privately owned trout club that raises their own fish. The manager lets us bring every fourth grader (one class at a time) for a tour of their facility. Depending on the time of year that they visit they may see him harvesting eggs from the female fish, to the eggs beginning to pop open in the incubator, to the little fry as they swim in the smaller tanks, to small fish ready to move to a larger tank, or full grown fish ready to put in the channels.

The manager describes the lifecycle of a trout. He also dissects a trout and discusses all the body parts and their functions and relates them to the students' anatomy. Of course, he never loses their attention and their eyes are glued on what ever he shows them.

The students see how the manager uses all the information that they learn on the Mad River in his daily work. Sometimes it is a challenge working with 150 fourth grade students and 150 seventh grade students, but the students are developing an interest in the healthiness of their environment. We do this program annually and do not discriminate anyone.

We work with other schools in our community as well doing similar water

quality programs, but they are specific to their area. Part of the goal is to develop ownership within their immediate community or watershed.

Rob Wade,PCOE/PUSD Outdoor Ed Coordinator

I work in the Upper Feather River Watershed on behalf of several organizations and the local county schools doing Place-based Learning. I help to coordinate K-12 programs in the region that include raising trout in the classroom, river cleanups and restoration, recreation and adventure on the land, and truly too much to note here. However through the Feather River Coordinated Resource Management Group in particular, we have developed a 6th grade Watershed Education Program that has enjoyed significant growth and success that “connects kids with nature” which might be of particular interest to you.

The Feather River Watercourse is the title of our 6th Grade watershed year. It is made up of 14 days of field trips that guide students on a journey from the peaks of the Plumas (county name) to the Pacific Ocean. We have divided the curriculum into two parts; the big backyard and the front yard beyond. The backyard begins on the high peak and very headwaters of the local town creek. We follow the journey of water every step of the way, assembling the watercourse, reach by reach, as it descends the slopes into their town and valley. We explore all ecological facets not just in the river but its greater connection from ridge to ridge. This of course includes our communities and how we are affected by and in turn affect the watercourse.

Our final backyard experience is a river rafting trip. Our “free” rafting trip comes through “Adventures in Learning”, a partnership we have with the Feather River College Outdoor Recreation Leadership Program. Through this activity, we are able to address state content science standards in science concerning the role of water in shaping the land. We have been doing this facet of our program for 8 years and have served some 1,500 kids, at no cost to them. It is a guiding experience for the college student guides and an amazing adventure for the kids, 95% of whom live with these rivers but have never rafted.

Our final trek is the 5-day Plumas to Pacific trip. We venture out into this “frontyard” to answer the simple question, “Where does our water go?” Of course we are also wanting to know what happens to it and how it is used. The 5 days are chock-full of wonder. Between hydroelectricity, agriculture, flood control, domestic and municipal, recreation, and business and commerce, the Feather River has a storied history and reality. The Upper Feather River is the headwaters of the California State Water Project and ultimately linked to 2/3 of Californians. It is a lot for a 6th grader to be connected to and a fair responsibility as well. We of course temper this voluminous knowledge for the kids with river exploration and play as we camp beside our watercourse until it reaches the Pacific. Our final day is acknowledging our entire Watershed Year as we enjoy

and discover the coast, tidepooling at Duxbury Reef, the largest shale reef in North America.

There is so much more detail but that is a fair snapshot. We piloted the program 8 years ago, reprised it 6 years ago, and have implemented the FR Watercourse regionally for the past 5 years. We serve approximately 200 kids annually.

Coshocton Soil & Water Conservation District

The Coshocton SWCD is working with the Coshocton City Schools 5th and 6th grade classes (approx. 250 students) on a project where the students will mark the storm drains here in Coshocton in May. Deb Bigelow, Education Specialist has visited each classroom once a month since January, educating the students on storm water pollution and how we can prevent it. Some examples of the activities include The SWCD Enviroscape Model, making a Garbage Bag Watershed, Sum of the Parts from Project WET, and The Great Flood from Water, Stones, and Fossil Bones curriculum. These lessons are helping the students understand where the water comes from that flows into the river, what local rivers collect the water, where the water goes after a precipitation event, and how we can prevent storm water pollution. Mrs. Bigelow also correlated all of these activities to the Ohio Content Standards for the teachers and administration. A grant from the Coshocton Foundation allowed the District us to purchase storm drain markers and supplies for the activities. This project has been popular with both the students and teachers and we are all looking forward to next month and marking the storm drains.

Charles River Conservancy

There are several programs along the Charles River . The Esplanade Association has programs for kids to fish; there is also a Charles River Fishing Academy, and the Conservancy does Service learning programs. We have done kayak programs.

Salmon Drift Creek Watershed Council

I teach a class at the local charter school. We go on field trips every week and it's often the first time these students have been outside in a meaningful sense, which is insane given that they are living on the beautiful Oregon coast. My goals are to teach them about OR coast ecology, the role that people play, basic science/ecology concepts that they actually grasp and apply, to get them to see

spending time outside and knowing about their environment as fun, and to develop their sense of bioregion/place.

An example class: visit a coastal headland meadow with an ethnobotanist, make cordage out of cedar or iris, discuss where our resources come from now and 1000 years ago, what biodiversity is, and why it's relevant.

I have a list of homework assigned here:

<http://salmondrift.org/phpBB2/viewforum.php?f=13&sid=4e326a187fd9a3f57fb5be581eddf22>

Stilly-Snohomish Fisheries Enhancement Task Force

The Task Force's education programs allow students of all ages to learn about ecology and experience environmental research. Our programs are deeply aligned with state science standards and many are inquiry-based. Also, programs can be tailored to specific classroom needs. All programs are free-of-charge, and funding for buses can often be provided.

We offer both classroom and field-based learning opportunities, for all grades, on a variety of environmental topics. These include the biology of salmon, plants and invertebrates, investigating tree and stream interactions, general ecology, and watersheds.

With the Task Force, students learn about environmental science by doing it. They participate in authentic salmon restoration activities, such as planting streamside trees. They design and conduct experiments, including field investigations at their restoration site. They record observations of fish and wildlife at nearby streams, create keys to local plants, test how trees affect erosion, or analyze water quality using stream bugs. For all ages of students and levels of interest, our programs bring ecology home.

See the links below for more details about specific programs, and contact Cara at (425) 252-6686 or via email at cara@stillysnofish.org for more information or to sign up.

- General education webpage:
<http://www.stillysnofish.org/education/index.html>
- Classroom and Field-based Lesson Opportunities:
<http://www.stillysnofish.org/education/lessons.html>
- Restoration Ecology For Young Stewards:
<http://www.stillysnofish.org/education/reys.html>

Friends of the Los Angeles River

We have an extensive education program (considering we're just three people) and we certainly do have inner-city kids that we're connecting to nature.

We take them on tours, usually after an in-class presentation that gives them a little history. And we have River clean ups! There are more details on our website at: http://foliar.org/?page_id=8

Columbia Slough Watershed Council

Every year, the Columbia Slough Watershed Council, in partnership with the City of Portland Clean Rivers Program and NW Discoveries, host more than 300 local residents on the water during Canoe the Slough Week. During this week we invite students who have participated in on-site restoration projects and their parents to join us for a canoe trip on the Columbia Slough and additional fun activities. For many of these students, this is the first time they have ever been on the water. In addition to school groups, we also offer two evening paddles to the public. We bind together canoes in a "bimaran" making a stable vessel for new paddlers. In a culturally and socio-economically diverse urban setting, Canoe the Slough week invites local residents to "jump in" and fully experience their watershed.

Huff Run Watershed Restoration Partnership

Our Environmental Explorers Club (EEC) is a children's club that connect area youth to nature. Meetings are the third Saturday of every month at the Mineral City Library or the Mineral City Park, from noon to 3pm. Children learn about the world around them, participate in games, create crafts and meet new friends. Some highlights have included a trip to the Cleveland Zoo, making solar ovens, learning about honey, giving reports about arctic animals, visiting the Norma Johnson Center and learning about forces of nature. A different program is given each month. Usually, a group of about seven children are involved. You can use our front webpage as the weblink because we always have information about the next meeting on it. www.huffrun.org, or we also have a programming page www.huffrun.org/programming which gives a little blurb about it too.

Additionally, we hold annual field trip days with area middle school classes and home school groups. These, we call Awareness Days. This year, we are having four different days but this is the most we've ever had. We pay for the bussing through grants. The busses take the children to three stations in the watershed, each station having two or three different educational activities including macroinvertebrate collecting (we supply them with muck boots), a fish shocking

demonstration, tour a restoration site, a water quality demonstration, play macroinvertebrate mayhem and other games or demonstrations. They pack lunches and eat picnic style at our local park which also has bathrooms. This year we are finally being able to give our volunteers free lunches and a break at our office with bathrooms. It's quite an event and this year we are having almost 600 kids! See our events page: www.huffrun.org/events.

Upper Sugar River Watershed Association

We are fortunate enough to have a weekend each year when the Wisconsin Department of Natural Resources declares fishing license amnesty! We take advantage by corralling families (focus on youth under 17) to work on the river (trout streams) in the morning then we fill the folks up with food and fishing tips. Then after lunch we hook them up with volunteer "guides/angling instructors" for the afternoon.

I also have a box of traveling games and activities that I use from Project WET; I have taught lessons for home-schooled kids, high school chemistry classes, 4-H groups, FFA groups, Scouts and Sunday Schools. It doesn't have a clever name though...

Oh, and how could I forget - we host a litter clean up in honor of Earth Day. The local Scout groups LOVE this one and they start to see the connection between what happens on the land and what ends up in the river. For our clean-ups we concentrate on public areas but especially streamsides, and roadway ditches... and that time of year it is always partially flooded and disgusting which again, kids love!

Raccoon Creek Partnership

The Raccoon Creek Partnership has the Waterloo Aquatic Education Center. We lease (\$1 for five years) a former research facility for the Ohio Division of Wildlife (who abandoned it a few years ago) on a 2,000 acre wildlife area and have started to do a lot of youth programming there. Saturday day camps, summer camps, school groups, etc... with all sorts of educational programs. This is the second year in operation and here is a link to our webpage with a description.....

<http://www.raccooncreek.org/RCPEDwaterlooaec.aspx>

River Revitalization Foundation

We at River Revitalization Foundation have a summer youth employment program, in partnership with the City of Milwaukee's Earn & Learn program, to hire urban youth as student interns to conduct ecological restoration. Not only are these students earning a paycheck, but they are exposed to the river valley, connecting with nature and learning about native plants and trees. The impact is great – by the end of the program the crew can identify 30 native species and lead guided hikes along the river trails in the valley. This summer will be our 4th year of the program. It is the highlight of the job. More at www.riverrevitalizationfoundation.org

Downeast Salmon Federation / Downeast Rivers Land Trust

Since its inception in 1982, the DSF has been involved in education and outreach activities. DSF volunteers taught fly-tying and casting in local schools, set up informational booths at public events, and created floats for local parades. With the building of the Wild Salmon Resource Center and Pleasant River Fish Hatchery the educational activities of the DSF greatly expanded. The Center provides a space where students from around Washington County come to learn about Atlantic salmon. The Hatchery, while providing a place to raise wild salmon fry to stock into the river for restoration and enhancement, also provides an excellent opportunity for students to learn about and see salmon first hand. Our facilities make it possible to watch videos about salmon, look at young salmon through a microscope, or see the difference between salmon and trout.

Georgia River Network

Georgia River Network tries to offer scholarships to attend Paddle GA to kids that would not have the means or opportunity to take part otherwise. Usually the kids are all a part of the same group such as inner city leadership groups, girls inc. We require that they come with mentors that are responsible for the group. We usually are able to offer this to about 10 kids per year. They have to come up with their own boats and gear etc. The kids spend one week on the river and camping out. They paddle during the day, and we offer educational programs at night such as wildlife encounters, native American skills etc. You can view a short YouTube video of one of these groups and their experience at http://www.youtube.com/watch?v=15x7kskFj60&feature=channel_page.

The Nature Conservancy, NY chapter

Each summer, high-school students from New York City abandon subways, televisions and iPods for a month of hands-on work at Conservancy preserves through the Internship Program for City Youth. Students earn minimum wage as they work side-by-side with Conservancy staff in natural areas across the Northeast.

Beczak Environmental Education Center

Please go to our web site www.beczak.org to see our programs “connect kids to nature”. Our best and most popular program that we have for youth is seining in the Hudson River. We even have river seining for birthday parties. I am also working on something that might be of interest to you in connecting kids to nature; the staff here has all been reading Richard Louv’s book, Last Child in the Woods. We are working on programs that follow his ideas about “no child left inside” and addressing “saving children from nature-deficit disorder”. You may already be familiar with his work/writing but we were at program where he spoke earlier this year and his ideas fit in perfectly with our environmental education programs here at Beczak Environmental Education Center.

BNRP Riverkeeper

I take kids out on our Eco-Cruises starting from about May until October. It is a floating classroom/pontoon boat that gives the Chillin's a chance to see what a great place the rivers are. I do not charge for these Eco-Cruises. I have even taken a group of Russian kids out that were from around the area where the nuclear accident was. There is hardly any wildlife in that area I am told and the kids really had a good time here despite the language barrier. Actually I did not think that was too much of a problem. A smile from a child means the same thing no matter what language they speak.

www.blackwatertottoway.com

New Jersey Department of Environmental Protection

The Harbor Watershed Education and Urban Fishing Program is a four-day program that educates children from the Newark Bay Complex and throughout New Jersey about their local watershed. Children learn about how people’s actions affect the water and human health, and what they can do to help.

The DEP's Divisions of Watershed Management and Science, Research & Technology in conjunction with the Division of Fish & Wildlife, the Hackensack RiverKeeper, the city of Bayonne and the Municipal Utilities Authority of Bayonne have offered the program for over 10 years.

The program, started in 1996, as a one day fishing excursion in Bayonne. In the early 1980's the DEP discovered high levels of certain chemicals in several species of fish & the blue crab in the Newark Bay Complex. The Advisory Booklet will show you what species are under advisory & what waterways are included. The contamination is the result of many things, including industry by-products & illegal dumping along the waterways. A program was suggested by a group of citizens who believed that educating their youth through use of local natural resources would create a greater awareness of their watershed and instill a sense of stewardship toward local natural resources.

The first several years of the Urban Watershed Program were conducted only in the Newark Bay Complex. The program has now expanded to other urban areas around the state. Trenton and Camden have participated over the last three years, and we hope to add several more cities in the future.

Dan River Basin Association

“Trout in the Classroom Creating Excitement in Education”

This hands-on, flexible program has won national acclaim and is in place in classrooms internationally. Raising trout in the classroom connects students to water quality and other real-life issues and inspires them to seek solutions to problems. The program is simple: teachers set up an aquarium and incubate trout eggs in their classroom under the guidance of a Trout in the Classroom (TIC) coordinator. Students watch as trout develop from eggs to fry, with the final result being a field trip to release the young fish into the wild. This up-close-and-personal involvement develops students' interest in the environment necessary for juvenile fish to develop into healthy adults. These interests inspire questions about the needs of humans and their relationship to the environment.



The program encompasses not only science but language arts, mathematics, social studies, ecology and art. The Vision Trout Unlimited (TU) has a vision to ensure that robust populations of native and wild coldwater fish thrive within their North American range, so that our children can enjoy healthy fisheries in their home waters. Trout in the Classroom (TIC) brings the importance of this vision directly to the members of this next generation, allowing

children to discover it for themselves. Networks of teachers, supported by local chapters of TU or private volunteers, pursue these goals.

Wind River Alliance

White Water Rafting Trip, Big Wind River (for youth counselors), August 2, 2008

Through general support funding, we were able to take our youth leadership counselors on a rafting trip down the Big Wind before the start of the 2008 HOR Youth Leadership Camp. This offer was open to all our adult/youth leaders of the camp; we had the participation of Fred Antelope, Celeste Spoonhunter, Jewle Bitsinni, and Jolene Catron. The purpose of this trip was to give the counselors the opportunity to learn more about each other before the camp started, to appreciate the water that flows through our watershed into the Big Wind, and to have fun. After the half-day trip, we had a meal in Thermopolis at the Holiday Inn and discussed strategies for a successful youth leadership camp. This event worked well in developing synergy and trust between our camp leaders, in addition to giving them a fun/healthy perspective on the importance of water and the Big Wind River in our lives.

2008 Honoring Our Resources Youth Leadership Camp, August 4-7, 2008 The focus of the camp has always been to reinforce leadership values of respect, reciprocity, redistribution and relationship, and to teach about the natural resources of the Reservation, focusing specifically on water resources. We allow the kids lots of time to play in the river, we give every participant a fishing pole (this year we had fly rods!), and we bring in resource specialists who share their knowledge with the kids. Over the years (this is our 6th camp), we've had presentations from WREQC, TWE, F&G (both US and Tribal), USFWS, USFS (they did an awesome job last year of presenting Leave No Trace ethics), and others. Most importantly, we invite elders to participate with us. They provide a strong base in respecting water in a traditional sense. Due to the recent sensitivities around youth opportunities in our communities, the WRA ED was specifically tasked at involving those youth who don't usually sign up for programs like UNITY or Boys and Girls Clubs, and particularly those youth from the communities of Beaver Creek Housing, St. Stephens and Arapahoe.

We start each morning with a prayer towards the rising sun, and we drink water and reflect on our experiences. This year, we hired a professional youth counselor who works with Native youth in developing self-esteem, trust and leadership. His name is Ian Sanderson and he works with the Santa Fe Mountain Center, as director of the Emergence Program (see <http://www.sf-mc.com/programs/emergence.shtml>). He specializes in teaching wildlife tracking, interpreting patterns in the wild, and then bringing this teaching back metaphorically to the kids to have them reflect on their own footprints in this world and whether they are harmful or beneficial. He also teaches outdoor

survival skills. This year, we focused on climate change, and keeping with the "footprint" theme, we discussed our carbon footprint and ways we can be more energy efficient.

We invited elders to participate again this year, and we had the participation of William C'Hair, Nora Oldman, and Laura Shakespeare. We did presentations at the Shoshone Seniors Center and invited Shoshone elders to participate, but did not get any response.

Monday, the first day of the camp, was mostly spent on getting the campers to the site, setting up camp, learning safety rules, and letting the campers acquaint themselves with the water. We also had a great teaching moment, in that we had two juvenile black bears that patrolled the perimeter of our camp all week long, as we were camping in their home area. On Monday evening of the camp, we invited the UNITY (United National Indian Tribal Youth) conference to join us for dinner.

On Tuesday, Dr. Teresa Tibbets, a river ecologist, gave a presentation on cottonwood forests and heath. She discussed the leadership value of reciprocity and how we take from the cottonwoods during the summer ceremonial calendar and asked the participants to think about how we "give back" to the forests. Mr. Ty Mack, a river geomorphologist and former executive director of Wind River Alliance, visited the camp with Dr. Tibbets, and gave an impromptu class on fly fishing and the importance of healthy riparian areas to the health of fish populations in our rivers and streams. The campers were allowed time to cast their poles in the water and one of our youngest campers, Nathaniel (age 5), immediately caught a brook trout.

Later on Tuesday afternoon, the Wind River Environmental Quality Commission provided a short presentation on water quality and an overview of their programs. For the rest of the afternoon, the participants had the opportunity to play games directed at developing communication, leadership and self esteem. Later that evening, we broke out into male and female camps and during a short rainstorm, had the opportunity for the youth to spend one-on-one time in separate teepees with their elders who shared gender-specific traditional values.

On Wednesday, the campers were presented an activity from the Popo Agie Conservation District outreach staff about the greenhouse effect. We talked at length about climate change, the effect of a warming climate on our watershed and the types of greenhouse gases that have created this effect. We also introduced the concept of a carbon footprint, and how we can alter our own individual carbon footprints. In the afternoon, the campers were presented an activity from the University of Wyoming Wind River Reservation Extension Educator, who taught the campers about the use of their senses, especially their visual acuity, in investigating an environmental picture. Later that afternoon, two young scientists who are working on a project for their New York college stopped

by and presented information on the pika and whitebark pine and how the two are interrelated with the grizzly bear and how they are all affected by climate change. On Wednesday evening, the campers learned the techniques of camouflage and how to think in a different perspective than their own. The elders offered storytelling around the fire later that evening.

On Thursday of the camp, our usual agenda item is to take the youth on a 6-mile hike to the falls on the South Fork. However, this year we had an unexpected problem with our cook, who took ill during the week and left us without bag lunches for the hike. Instead, the campers were taken to the Washakie Reservoir and along the way, were treated to animal tracking classes from Mr. Sanderson. While at the reservoir, the participants were encouraged to take some alone-time to themselves and were encouraged to reflect on the things they were taught during the week, or to just enjoy the outdoors, get an opportunity to fish, or use the time in any type of positive manner. Mr. Sanderson asked the participants to think about the footprints they leave in their lives; how “trackable” they are and what their patterns say about them, and whether these patterns could lead to dangerous or positive influences. After the campers returned to the campsite, many shared that the time at the reservoir was one of the most cherished times of the camp. The tired participants were treated to a steak dinner and played games late into the night.

Friday was our last day at the camp, so we spent a considerable amount of time breaking camp and cleaning up around the area. We honored our elder guests with a traditional gifts and then the participants were treated to a “climate change give-away” (funded by EnCana) in which each participant took home compact fluorescent lightbulbs, a low-flow shower head, a power strip with an off switch, and a tire pressure gauge. Then the young leaders voted on which participant they thought showed the values of leadership that we taught throughout the week. One boy, Brian Peohrora, and one girl, Hanna Blackburn, were picked by the group and were awarded a Giant mountain bike, donated by the Northern Arapaho Tribe and Gannett Peak Sports.

Costs associated with this year’s camp were: contracting with Mr. Ian Sanderson of Santa Fe Mountain Center; supplies for individual campers (fishing pole for each camper in addition to a backpack stocked with a journal, pencils, water bottle, flashlight, a magnifying glass, safety whistle and t-shirt); porta-potties; contracting with a cook; food costs; stipends for adult counselors and two youth counselors; stipends for elders; hiring two young men to rover the camp during the night to make sure the bears stayed away (two juvenile black bears roamed the perimeter of our week-long camp).

We hosted a total of 27 young leaders ranging in age from 4 to 19, mostly of the Eastern Shoshone and/or Northern Arapaho Tribes and two non-Indian youth. We had the participation of three tribal elders, six adult camp counselors; two youth camp counselors; and the daily participation of eight adult natural resource

professionals. This year's HOR camp was funded through general support from the O.P. and W.E. Edwards Foundation, project funding from the EPA Targeted Watersheds Grant through Trees, Water, People, the Northern Arapaho Business Council, the Arapaho Ranch (beef donation), EnCana, Hopa Mountain, and Gannet Peak Sports.

Friends of the St. Croix Headwaters

We have initiated a "Canoes on Wheels" program for local schools/students within our watershed (attachment). We are in a rural area, but the program may be applicable in other settings.

We are purchasing a canoe trailer with eight canoes and associated gear, and will make it available to local schools (on a scheduled basis) at no cost. In addition, we are hosting high school educator workshops to instruct teachers to use the equipment properly, and to integrate out-door learning activities into their school curriculums. We feel that this program will provide positive educational outdoor experiences for the next generation of public stewards of our natural resources.

Stony Brook Millstone Watershed Association

We have a Trenton Link Program focused on connecting urban children to nature. We provide scholarships for campers and camp counselors to participate in our summer camp here on our Reserve.