

Indian Environmental General Assistance Program
SAMPLE ENVIRONMENTAL EDUCATION WORKPLAN COMPONENT

Tribe: Name of Tribe

Work Plan Period Begin:

End:

Work Plan Component Title:

ETEP Priority Supported:

Personnel:

Intermediate/Long-term Outcomes

- Reduce hazards in community and pollution in our air, water, soil, and subsistence resources.
- Increase the quality, health, and safety of our environment and subsistence resources.

Short-term/Intermediate Outcomes

- Increased staff, Council, youth, and community actions to protect the environment.
- Increased awareness by youth and community members of environmental hazards, mitigation measures, and potential impacts to land, air and water.

ESTIMATED COMPONENT COST:

ESTIMATED WORK YEARS:

	COMMITMENTS	END DATES	OUTPUTS AND DELIVERABLES
1.1	Hold a community meeting, have a table at a community event, and/or go door to door to ask community members about their concerns and share information about program activities.	12/30	• Plan, publicize, and hold community meeting. • Photograph activities. • Summarize activities in quarterly reports to EPA and Council. • Summarize community concerns in the newsletter.
1.2	Staff will partner with an environmental, public health, or subsistence organization (such as ITEP , a state education or environmental agency, a university extension program, a local museum, etc.) to deliver environmental education to the community.	7/30	• Summarize organizations contacted and any collaboration developed in progress reports. • Share progress with Council.
1.3	Prepare quarterly newsletters, fliers, brochures, social media posts and/or radio announcements to inform residents about environmental issues and activities. Distribute newsletters at the school, tribal office, store, community meetings, and other places where people gather, and post to the tribal website.	9/30	• Share copies of each newsletter in progress reports and with Council.
1.4	Determine what the most effective electronic outreach tools would be for the community, then develop these tools (e.g., tribal environmental office website, Facebook page, etc.).	9/30	• Share draft and final tools with Council and EPA.
1.5	Organize a poster contest for students to discuss environmental issues in the	3/30	• Plan and conduct poster contest.

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	community and propose solutions. Posters will be placed in the school and around the community or could be made into a calendar for distribution. Students will present their posters at a Council/public meeting.		• Photograph activities. • Share copies or photos of posters with EPA and Council.
1.6	Host an environmental activity or presentation at the school on a work plan topic, or create Environmental Education Kits to distribute to K-12 youth and community members, drawing from various curricula and adapting content to reflect community interests and concerns. Deliver kits to students in after-school activity, and train them to deliver the curriculum to both younger students and family members. Resources for curricula could include: • Alaska Native Tribal Health Consortium Environmental Health Explorer Activity Book • Environmental Education Association Resources • EPA's Lesson Plans, Teacher Guides, and Online Environmental Resources • Institute for Tribal Environmental Professionals Environmental Education Resources • National Oceanic and Atmospheric Administration • Our Children's Trust (high school) • Project Wild • Since Time Immemorial: Tribal Sovereignty in Washington State (elementary school) • State of Washington Native Education Curriculum Materials • University of Oregon Climate Education • Upper Kuskokwim Environmental Preservation Lifeways Curriculum • Yukon River Inter-Tribal Watershed Council (contact them directly)	4/30	• Compile and share list of curricula resources from EPA, ANTHC, USFWS, etc. • Share photos or summary of activity and number of participants with EPA and Council.
1.7	Staff will organize and host Earth Day events where educational materials are shared, activities are provided, and community is involved. Resources could include Earth Day activities from EPA .	6/30	• Share photos and number of participants with EPA and Council.
1.8	Organize a Youth/Community Earth Day Bingo . Participants will be required to bring 1 recyclable item. After the event, recyclables will be sorted and staff will lead an educational discussion on litter and the importance of recycling.	5/30	• Provide photos and a report to Council and EPA summarizing activities, number of participants, any challenges, and lessons learned.
1.9	Staff will host an outdoor environmental education /nature/traditional ecological knowledge lesson with K-12 youth, which could include activities from U.S. Forest Service Conservation Education website.	5/30	• Share photos (with permission and release), summary of activity, and number of participants with Council and EPA.

1.10	Staff will organize community clean-up events (fall and spring) where educational materials on solid waste, hazardous waste, and recycling are shared, activities are provided, and community is involved.	6/30	• Share photos and number of participants with EPA and Council.
1.11	Staff will plan, organize, and host summer environmental education camp for K-12 youth: • Reach out to the schools, community organizations, and businesses to see if they'd like to collaborate. • Determine youth policies and procedures, identify adult chaperones, elders and others to be instructors. • Decide where the camp will be located. • Advertise camp opportunity. • Buy supplies. • Hold camp.	7/30	• Provide photos and a report to Council and EPA summarizing activities, number of participants, any challenges, and lessons learned.
1.12	Collaborate with the school to organize an outdoor activity with K-12 youth using the Air Quality Flag Program Classroom Curriculum as a guide to educate the youth on air quality. This activity could be combined with any of the following lesson plans: • Activity Sheet (Grade K) • Activity sheet (Grades 1-2) • Bird's Eye View Lesson Plan (Grades K-5) • Activity Sheets (Grades 3-5) • What's Up There Besides Air (Grades 3-5) • Air Strips Lesson Plan (Grades 6-8) • Ozone Field Testing Lesson Plan (Grades 6-12) • Particulate Pollution Paper Wad Game (Grades 6-12) • Whirling Swirling Air Pollution (Grades 9- Adult)	9/30	• Share photos (with permission and release), summary of activities, and number of participants with EPA and Council.
1.13	Collaborate with school to organize an educational activity on green cleaners , such as making environmentally friendly laundry detergent to leave in the washeteria or laundromat along with educational posters, fliers, etc. Resources could include EPA's Identifying Green Cleaning Products page , the Tribal Healthy Homes Network , and EPA's Air Quality-Related Workplan Template .	6/30	• Share copies of fliers, posters, and number of participants with EPA and council.

1.14	Collaborate with the school to organize a hands-on educational activity to introduce K-12 youth to water quality monitoring. Activities could be drawn from the following lesson plans: • One With the Watershed: A Salmon Homecoming Story-based Curriculum for Primary Environmental Education • Project WET in partnership with EarthEcho International: From Design to Data: Water Quality Monitoring (Grades 6-8) • Yukon River Inter-Tribal Watershed Council: ○ Looking at the Water Quality in the Yukon River Watershed and its Effect on Subsistence Resources (Grades 9-12) ○ Macroinvertebrates and What They Tell us About the Water (Grades 6-8). Yukon River Inter-Tribal Watershed Council ○ Web of Life: River Edition (Grade Levels Lower Elementary (K-2) & Upper Elementary (Grades 3-5). Yukon River Inter-Tribal Watershed Council	9/30	• Share photos (with permission and release), summary of activities, and number of participants with EPA and Council.
1.15	Collaborate with schools to introduce K-12 Youth to the Local Environmental Observer (LEO) Network, an international forum for documenting unusual animal, environment, and weather events. Help students participate in monthly LEO meetings and plan follow-up activities. Students will be encouraged to interview elders, family members, friends, and make their own observations.	9/30	• Share summary of activity and number of participants with Council and EPA.
1.16	Research potential youth internship and educational opportunities and contact organizations for details. Communicate with the school regularly to advertise opportunities for youth. Examples of organizations with opportunities for youth include: • AmeriCorps • Federal Emergency Management Agency (FEMA) Youth Preparedness Council • Institute for Tribal Environmental Professionals (ITEP) Summer Internship Programs for Native American College Students • Pathways Program • President's Environmental Youth Award • Student Conservation Association	9/30	• Summarize organizations contacted and any collaboration developed in progress reports. • Share progress with Council.

	In Alaska: • <u>Alaska Conservation Foundation Internships</u> • <u>Alaska Conservation Foundation Youth Mini Grant</u> • <u>Alaska Youth for Environmental Action (AYEA)</u> • <u>Alaskans for Litter Prevention and Recycling (ALPAR) Youth Litter Patrol</u> • <u>Arctic Youth Ambassadors, U.S. Fish and Wildlife Service</u> • <u>ATNI Climate Camp</u> • <u>LEO Network</u> • <u>Sealaska Land Stewardship and Environmental Internships</u> • <u>Teen Climate Communicators</u> • <u>George River Internship, Math Science Expedition (email dangillikin@gmail.com)</u> In the Pacific Northwest: • <u>Heart of Oregon Corps</u> • <u>Idaho Conservation Corps</u> • <u>Northwest Youth Corps-Conservation Internship Program</u> • <u>Oregon Youth Corps</u> • <u>USDA Forest Service – Conservation Education (Pacific Northwest)</u> • <u>State of Oregon Youth Litter Patrol Program</u> • <u>State of Washington Ecology Youth Corps</u>		
1.17	Launch a workshop for middle and high school students to create multi-media content (such as environmental videos, articles, art, podcasts, social media campaign) on environmental issues important to the community. Steps could include: • Advertising opportunity for youth by collaborating with school and recruit applicants with parental permission. • Involving youth groups from nearby communities. • Researching curricula to demonstrate to youth how to create environmental media (how to conduct an interview, how to use recording equipment) and compile examples. • Inviting an environmental filmmaker, journalist, artist, community leader, to speak to group. • Ordering supplies (recorder, microphone, camera, audio editing	9/30	• Share summary of the event with number of participants. • Save receipts for supplies in GAP files. • Share final deliverables with the community, the Council, and EPA.

	software, etc). • Compiling and distributing final content to community through the newsletter, radio, social media, community meetings, and other outlets. • Applying to present this content at tribal conferences, such the Alaska Forum on the Environment, the Alaska Tribal Conference on Environmental Management, the Tribal Environmental Leaders Summit, and the Tribal Lands and Environment Forum.		
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