

# Get Outdoors Anchorage! Working Summit

December 10-11, 2008

Dena'ina Convention Center, Anchorage, Alaska

## Summary Report



Prepared for the Get Outdoors Anchorage! Steering Committee by  
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## **Overview of Get Outdoors Anchorage! Working Summit**

Agnew::Beck was hired by the Forest Service (FS) to lead a two-day working summit in Anchorage, Alaska. Over 100 participants from multiple local, state, and federal entities gathered to learn ways to create an Anchorage community that values time spent outdoors and facilitates outdoor activity for Anchorage's children and youth. Agnew::Beck worked with the Get Outdoors Anchorage! (GOA) steering committee to help develop a summit agenda that would accomplish the following objectives:

- Help participants learn about the trend that children are spending less time in nature than ever before and the health, social, intellectual, and environmental benefits of youth spending time outdoors in natural settings.
- Provide participants with the opportunity to network with one another to learn about current successes and identify opportunities to engage children in nature.
- Identify challenges for connecting kids with nature in Anchorage.
- Visualize an Anchorage community that provides what is necessary to connect its youth with nature.
- Identify individual and collective actions to be taken (next steps) that will result in getting Anchorage's youth connected with nature.

Agnew::Beck led Summit participants through a strategic planning process in which participants developed a Get Outdoors Anchorage! long-term vision; sets of three-five year goals for nine issue areas; and a detailed action plan outlining discrete measurable action items for achieving initiative goals. The planning process also produced an implementation committee comprised of 40 individuals that will refine and implement the strategic plan.

This report summarizes summit events and provides a detailed action plan. The report follows each agenda session and provides a bulleted list of the results of each session.

### **Sponsors + Steering Committee**

The Get Outdoors Anchorage! Working Summit was sponsored by the Get Outdoors Anchorage Steering Committee. Members of the Steering Committee include: U.S. Fish and Wildlife Service, Alaskans Promoting Physical Activity, Forest Service-Chugach National Forest, Municipality of Anchorage Department of Parks and Recreation, U.S. Bureau of Land Management, National Wildlife Federation, National Park Service, Alaska Division of Public Health, Alaska Geographic, Alaska Department of Fish and Game, and the Friends of Campbell Creek Science Center. The Summit's fiscal agent and registrar was Alaska Geographic, the Conference Coordinator was Shari Showalter, and the Lead Facilitator was Shelly Wade (Agnew::Beck).

## **Day One, December 10, 2008**

### **Session 1: Welcome, Introductions + Keynote**

#### **I. Jim Adams, Executive Director, National Wildlife Federation (Steering Committee + Event Emcee)**

- Jim is from Des Moines, Iowa.
- Childhood influenced his desire to live outside of Iowa and move to Alaska.
- Kids are spending less time outside, not more.
- Mayor Begich initiated a meeting on this topic which spawned the GOA steering committee to develop conference to help Anchorage get more kids outside (build on existing good programs).
- Goal was also to do better networking and to maximize effectiveness of current programs and to reduce barriers that might exist.
- Lots of teens here. Alaska Youth Employment and Parks Program, King Career Center – We are excited to have them as part of the conversation.

#### **II. Jeff Dillon, Director, Municipality of Anchorage (MOA) Parks and Recreation**

- Jeff grew in the Midwest exploring the woods, creeks, farms, fields of that part of the country.
- Part of growing up was enjoying road trips and family trips to state parks.
- There is an instinctive bond between people and nature that has developed over centuries.
- People get well around nature, both physically and mentally.
- We need to allow the children to have the kinds of connections with nature older generations had before them.
- America has a rich legacy and tradition of outdoor play, connections with nature – Boston Commons, NYC park, cabins, wilderness, etc.
- Anchorage has the 3rd largest park system in US with over 11,000 acres.
- Largest single public owned park in an urban environment with the Chugach National Forest nearby and its 500,000 acres.
- Nature provides benefits for community – water quality, trails and recreation access
- 4 key components to getting kids outdoors
  - How to effect leadership – take interest and promote our agenda
  - Improve opportunities for kids to get out and explore
  - Develop key facilities to make getting outdoors easier
  - Identify how to provide sense of adventure to children
- We must improve access to the outdoors and allow kids to explore and have adventures – start in their backyards, move toward schools and then move to areas that are further away from where kids spend most of their time
- MOA hopes develop excellent outdoor education program for Anchorage.

#### **III. Shelly Wade, Lead Facilitator**

- Grew up in Fairbanks and North Pole playing in the outdoors of interior Alaska
- Provided overview of summit agenda
- Provided overview of strategic planning process and desired outcomes

- Creating a framework for future action through
  - Identify challenges and opportunities
  - Develop a long term vision
  - Develop strategies and action items that will contribute to realization of vision
- All participants make commitment to the process
- Develop implementation committee and subcommittees

**IV. Martha Farrell Erickson, “The Broken Bond Between Children and Nature: Why It Matters”** (see Appendix B for copy of PowerPoint presentation; Appendix C: Martha Ferrell Erickson handout: Connecting Children & Nature: A Fun-filled Path to Learning, Health and Strong Family Bonds")



**Marti Farrell Erickson presenting at the Get Outdoor Anchorage! Working Summit**

- Marti also grew up in Des Moines, Iowa.
- Founding member of the Children and Nature Network
- Shared concern over disconnection with nature, shared with Rich Louv – collaborated on *Last Child in the Woods: Saving Our Children From Nature-Deficit Disorder*
- In the 1970s, work in this area focused on research questions regarding domestic violence, prevention of child abuse and how parents behavior impacts kids
- There are strong connections between babies and adult care givers.
- With parent-infant attachment, kids learn to trust or not to trust
- Early relationships are key and build strong foundation for quality development.
- Protective factors that increase children/youth well being:
  1. Connection – foundation, connections to adults, school community, neighborhoods.

2. Competence – skills to navigate daily life. Have at least one domain to experience some success.
  3. Contribution – taking that competence and learning you have something to give to make the world a better place. Feeling that they are a contributing member of their world.
- Not paying enough attention to serious risk and a big focus for improving their lives.
  - Children beginning to stay inside – What do we really know about disconnection from nature? Why does this matter? Now what? What do we do?
  - What does the research say on this topic?
    - Children stopped going outside
      - Decline in time spent playing and exploring outside.
        - 70% of polled parents said they played outside a lot as kids. 30% of their kids play outside.
    - Another survey. Only 6% of surveyed parents said their school-aged kids play independently outside each week.
      - Now have first new wave of parents in 20's whom haven't had a big amount of outside experience as kids.
    - Decreased use of state and national parks
      - Camping and backpacking down 24%
      - Overall nature use down 25%
      - Midwest Natural Resources group have strong concern over decline of younger people of outdoor spaces
      - Decline in access to public play space
        - Development impacts (suburbs, etc.)
        - Lack of access for some child populations (economic inequalities)
    - Shift to structured, adult directed activities when children are outside.
      - Very concerning.
      - Children develop best when they can create their own experience
      - Must be self directed play and discovery
  - What stops outside play?
    - Parental fear
      - Stranger danger – reality is that most harm comes within the family or circle of friends; perception from media drives fear.
      - Fear of injuries.
      - Fear of nature itself – mosquitoes and West Nile, ticks, snakes, bees, etc.
    - Seductiveness of technology
      - Avg. kid spends 45 hrs a week in front of some kind of screen.
    - Lack of access to natural environments, especially in disadvantaged neighborhoods.
  - So what? Why does this matter? – read more at [childrenandnature.org](http://childrenandnature.org)
    - Better physical health
      - Living with green spaces nearby has strong connections to better health outcomes.

- Lower obesity, diabetes, etc.
    - In natural environments kids move more continuously at higher levels of PA than in manufactured environments or in sports environments with fast bursts of activity followed by bench time.
  - Reduced stress and anxiety (both kids and adults) – Francis Quo, Faber Taylor study find that just seeing green gave better class room performance and lower stress, anxiety.
  - Better concentration
    - Decreased ADHD – children that go outside and play in natural environments come back to class room better focused with attention sustainment. There is an opportunity to create a school and open space network.
    - The natural environment compared to video screen of natural spaces on patients - nature has actual healing effect, screen saver didn't.
  - Improved cooperation, problem solving and creativity - nature gives opportunity for practice to build competence. Children are more likely to become good stewards of land and nature when they become adult, particularly in company of supportive and caring adults.
- NOW WHAT?
  - Begin early!
    - Biophilia!- Children have an innate attraction to natural things – E.O. Wilson
    - Build on biophilia early before videophilia comes into play.
    - Naps outside! Waking up outside, sleeping outside, etc... wow, great idea.
  - The only voyage of discovery consists not in seeking new landscapes but in having new eyes.
  - Outdoor experience part of child's daily life.
    - Outdoor classrooms and natural learning
  - Nurture natural leaders
    - Early 20's and late teens
    - Wilderness institute in twin cities
    - So many untapped natural leaders
  - Design communities to facilitate natural experiences for ALL children (abilities, levels, income,etc)
    - What ever kids do is based on how adults have made the environment.
      - How will you use this information to improve the lives of children in your community?
      - Marti's experience with breast cancer has enhanced her appreciation of nature and time with grandchildren; nature has had a profound, calming and holistic healthy feeling and is a large part of how she's dealt with her sickness.
      - Poem to share: Summer Day by Mary Oliver
- Q&A

- Ideas for increasing kids time in nature?
  - Design through the eyes of the child.
  - Concrete ideas posted on the website. Ideas from infancy
  - Stroller walks around neighborhood
  - Kids pushing stroller, and collecting materials, and looking back through collections.
  - Cutting center out of bucket and putting ring down on ground to see what they can find inside circle. Focusing attention.
- Natural experiences vs. real experiences in learning, any studies?
  - Not many, only one decent study with healing and older people.
  - Weak methodology in childhood and nature research. Steve Keller from Yale to identify. Priorities on proper research in the movement. Advocacy is ahead of data currently.
- Does experience outdoors affect ones ability to form relationships?
  - Not good research.
  - Observational studies and personal opinion believes nature forms more co-operative play opportunities.
  - Time outdoors with adults and children together forms stronger relationships (anytime spent together develops more experiences and connection possibilities).
- How does the two parent working environment affect ability to get kids outdoors?
  - Impact outside play (lack of parent at home).
  - Impacts time outside during the week, especially independent time.

## **Session 2: We're in This Together: Understanding Nature Deficit Disorder – Experts Panel, Moderator Brad Dunkel, Municipality of Anchorage**

Panel Members:

- Mike Woods, King Career Center
- Dr. Peter Mjos, Anchorage Neighborhood Health Center
- Dwayne Adams, Land Design North
- Chris Conlon, Municipality of Anchorage Parks and Recreation
- Cheryl Piazza, REI
- Nara McCray and Solo Malua, AYEА/YEP youth



**Get Outdoors Anchorage! Working Summit expert panelists answer questions from Summit participants**

### **I. Mike Woods**

- Mike was born and raised in Anchorage. He was a homesteader. Worked in natural resources for 15 years. Teaches at King Career Center.
- Took six years to get a curriculum together that would focus on recreation. Program needed more students and it took 19 to keep it rolling. Fell into the trap of adults doing what they felt the kids needed. Finally took a survey of kids what they think about the program. Four programs evolved:
  - Natural resource program – careers in resource and conservation fields
  - District afterschool programs –recreation program including an 8-week program where students journal experience
  - Summer school – designed science camp with Forest Service and Park Service. Glaciers at Portage, Exit, plants, getting out and hiking.
  - Alaska Railroad – recruit and train juniors and seniors as tour guides on their trains for summer work.
  - Need to improve connections to these kinds of programs.

## II. Peter Mjos

- From rural Minnesota; used to bike to school
- John Muir quote opening, from Alaska journals.
- Remunerates negative social, psychological effects of loss of connections with nature, most important the advocacy groups diminishment.
- Our culture is at risk. Jeopardy of our national economy.
- Living in and studying nature will benefit human nature.
- Emulate the kingdom of Bhutan on the gross happiness level. GHP
- Brings up CCPs and obesity act passed by Mayor Begich.

## III. Chris Conlon

- New to Alaska and grew up next to “the mountain” volcanic rock hill above a lake and Connecticut River. Had free range childhood. Self directed exploration. Rock climbing and scrambling. Connection to place. Had strong connection to his home through his exploring and play. His wood craft and experience gave him confidence and esteem when school wasn’t doing it for him. Later learned that research and programming to assist making those connections with the outdoors, is more important.
- Important to provide the opportunity to make those connections, and give time for reflection. Our role is to define those parts of the scale – What helps balance those risk factors with the protective factors?
- Open space, people, and programs. Looks forward to making those connections in Anchorage.

## IV. Dwayne Adams

- Land Design North a 32-year old company in Alaska.
- Focus is to implement ideas onto the land. Understanding assets and how to tell that story and expose people to those stories. Difficult to do in urban locations.
- Rooted in public health, open space relates to public health. Must revisit this concept and make it alive again. Anchorage needs this to be incorporated into its plans.
- Critical piece hoped to be addressed. The well-meaning intent to protect the most valuable assets at the expense of connecting people to nature. South Coastal trail. Chester creek and Campbell creek. Need to let kids get mud in their toes...must design spaces that will accommodate exploration and inclusion into an environment. We make regulatory types of spaces. Mandates of agencies to protect a resource creates conflict with kids experiencing the resource.

## V. Cheryl Piazza

- Originally from NY, was a field biologist. Has been in Anchorage for four years. Works REI as outdoor coordinator. The focus is to inspire and educate people to get outside. Works with school districts on different programs.
- Sally Jewel, President and CEO of REI has worked with company to create a 100-year vision. Part of that is to get people back into outdoor spaces. Locally, have grants and gear reductions for groups and non profits that are youth oriented to get kids outdoors. REI snow school visits schools with snowshoes and gear and gets kids out snowshoeing. Teaches leave no trace camping. Need to get the excitement for being outdoors from programs and schools into the home with families and parents.

## Q&A

- Q: What are the primary causes of the growing disconnects between nature and the community?
  - School. Get up at 6am to 2pm, homework, etc. No time to get out.
  - Lack of awareness of summer and nature programs.
  - Being pushed outside by parents. Parent involvement to get kids introduced outdoors is lacking.
  - Parental fear. Once kids are indoors, it becomes a habit. Parent's job is to kick kids outside to go play.
  - Lack of awareness of programs and what's going on. Alaska Railroad spends \$5,000 to advertise. A collaboration or centralized media outlet for groups and activities needs work.
  - Socioeconomic issue: safety is a number one factor for not letting kids outside. Caucasian group, lack of diversity needs to expand outreach to other communities and ethnic groups.
- Q: How to address families that don't have economic resources to get outside?
  - Access is a huge issue. Scholarships are key, but also the ability to make presentations in schools. Schools are a huge ace in the hole for these issues because they can reach everyone. Junior Nordic is Peter's group.
  - Focusing too much on ethnic groups or programming misses the issue. It isn't a program issue, (completely) establishing a program to solve the problem, is a misdirected mindset. Needs to be a mindset of moving kids outside. A whole change of mindset must be done.
  - Partnerships and working together is a huge opportunity. Borrowed gear, gear exchanges are opportunities to enable others to get out. Partnerships and opportunities to share, help out with the finances component of the equation.
- Q: How much does the built environment impact the ability for people to get outside or hamper people?
  - Built environments don't do a great job of exciting people. Adventure playgrounds don't happen because of liability. A treehouse is a great example of a small scale adventure playground. Court reform for builders is huge.
  - Fear of predators (animals, etc) lead to clean and unvaried landscape. Well meaning intentions that create no rich experiences.
  - Must address the protection of habitat versus play for kids' issues.
- Q: Please address results of student survey.
  - Mike reviewed questionnaires. Email him for specific results or seeing a questionnaire.
  - Students at King Career center come from all Anchorage schools.
- Q: Has there been any parent outreach to address fears and problems with getting kids outdoors?
  - Boat and safety classes. Family nights at pools. Classes for parents and adults. Kids and parent events. Lower costs. To make low costs possible must have partnerships, because school boards can't do it. Must lobby school districts to get more funding.
  - Winter trails day at BLM Campbell Creek Science Center.
  - Tons of programs from centers and orgs. Montessori and Waldorf School models help get kids out and connected through curriculum (guess it helps with kids too).

- Really important to partner with participants. Understand the value of comparative risks. Create opportunities for youth to be youth, and explore on their own. Find out what communities want and work with them. Find out true risks vs. perceived risks.
- Comment regarding socioeconomic problem: Kids who can't afford boots or proper equipment, and can't fully participate in outdoor activities. You can't tell parents to get hip waders and boots. We can't get kids to even come to school prepared for activities.
  - Comes down to partnering. So many community-minded and service minded groups. Must be proactive in putting together an inventory to satisfy needs. Need to create group inventory.
- Comment: As a teacher, teaching is tied because testing is more important than getting kids out. Other subjects have overly strong influence on other teachers curriculum. Math over geology etc.
- Comment: Land Trust goes out to districts. No inventories of who does what and how do we get them involved or get kids outside. More about pulling the information from the children in what to do vs. what to provide the kids. On ethnic issue.
- Questions for YEPers:
  - How did your experiences in YEP make you more comfortable outside? And what was your experience?
    - I didn't realize how many parks are outside before YEP. I was a TV kid. Loved getting outside and getting paid. Informing kids about the program would help a lot.
    - Before I came up here, I couldn't get out much because of school and weather. My first snow, went out and did snow angels and then got sick. When hired by YEP I learned a lot about the environment and got to have fun.
    - Another thing. When you're a teen, you try and cultivate identity. Getting outside learning young helps cultivate identity
  - One super exciting day, or event or activity that stands out?
    - Cruise to Portage Glacier. Loved the beauty of nature. How pretty the glacier and surrounding environment was.
    - Kincaid - watching kids in summer camp on a beautiful day. Playing with kids for 3 hours, just throwing a ball around.
    - Potter Marsh was pretty fun. Every Friday (recreation day) taken as a day to have fun and take a break.
  - Did your evening activities change because of YEP, time with friends, etc?
    - Found myself going out biking more, and spending more time outside in summer. Not as much in winter.
    - YEP should be all year long. Kids can then have an after school program to get outdoors and experience nature.
- Q: Should we do a similar panel for youth?
  - Yeah that would be cool.
  - Get a lot of different youth involved.
  - Get out and play with kids during a discussion.
  - Get teens involved in YEP. Try to expand to 100 kids this year.
- Comment: As far as socio economic barriers: One. Transit component. Title 21 – finalization of Anchorage 2020 Plan.

### **Session 3: “Where Do the Children Play?” (56 min video)**

“Where Do the Children Play?” is a one-hour documentary made for Michigan public television that examines how restrictive patterns of sprawl, congestion, and endless suburban development across America are impacting children's mental and physical health and development. More information about it is at <http://www.wfum.org/childrenplay/index.html>.

### **Session 4: Challenges + Opportunities to Getting Kids Outdoors**

During this segment of the Summit, participants worked in small groups to identify challenges and opportunities to getting Anchorage kids outdoors. Listed below are the major tasks and results of this session.

#### **Tasks:**

- Summit participants divided into eight small groups – randomly.
- Each group elected a scribe and spokesperson
- Each group identified the top five challenges and top five opportunities
- Each group reported back their top five challenges and opportunities. The list below represents a compilation of all identified challenges and opportunities.



Summit participants identify challenges and opportunities to getting Anchorage youth outdoors

#### **Challenges:**

- Connecting different viewpoints, voices and cultures
- Autocratic silos - avoiding being stymied by bureaucracy
- Lack of education for all stakeholders - lack of know-how, resources available, experience outside, programs, issues, etc.
- Changing existing policies: No Child Left Behind, litigation focuses, laws, etc.
- Long dark winter, seasonal disconnections

- Not letting kids be kids - scheduling, safety fears, too much homework and no free time
- Transportation - no affordable transit options for kids, low incomes, walkability issues, access to greenbelts and outdoor infrastructure, etc.
- Habits – staying indoors, inside activities, peer pressure
- Disconnected family units
- Curriculum constraints in schools
- Parents - lack of education, lack of inclusion, lack of time, lack of awareness, misinformed, etc.
- Socioeconomics – fiscal gaps for some kids and families, especially for appropriate seasonal gear, fiscal gaps for main players (school funding etc.)
- Screen culture
- Overwhelmed educators – hard to change old mindsets, values, meet requirements
- Human resources – effectively finding and utilizing parents, volunteers, supporters, etc.
- Who isn't being included in this discussion
- Lack of a centralized information clearing house
- Lopsided design considerations – excluding nature on school grounds, poor planning for nature connections, etc.
- Limitations on school boundaries – most don't include access to open space or outside resources
- Perceptions of lack of child friendly spaces – built environments (e.g. playgrounds) for kids connecting with nature and unstructured play, concern with parents for kids being a nuisances in public (no spaces where kids being kids is okay)

### **Opportunities:**

- Surplus of undeveloped lands for parks and outdoor connections to be made – proximity to awesome outdoor resources!
- Strength of existing programs in Anchorage
- Good relationships and partnerships
- Resident pool of agencies and expertise
- Giving community
- Good information is available- ability to address misconceptions through education for parents, schools, other stakeholders
- Grants available for gear acquisition
- Outdoors are cheap to enjoy!
- Greenways and public green space infrastructure exist
- Opportunities for parent networking
- Gardening – cheap, space efficient, curriculum friendly
- Connections to the national movement
- Technology and media – use for our agenda, targeted social marketing
- Strong youth voice and network
- New administration – Senator Mark Begich; we will have a national advocate, go to the top to change things
- Comprehensive information distribution network – community calendar, success stories, unified message, myth busters
- Community alliances collaboration to reduce duplication and be efficient with resources

- Schools - information source, diverse audience
- Lots of outdoor groups
- Opportunity for a comprehensive, unified message
- Children panel
- Mentorships
- Four distinct seasons
- Bringing life long activities into schools – different physical education focuses like gardening
- Safe pedestrian connections to outdoor resources (transport issues, boundaries)

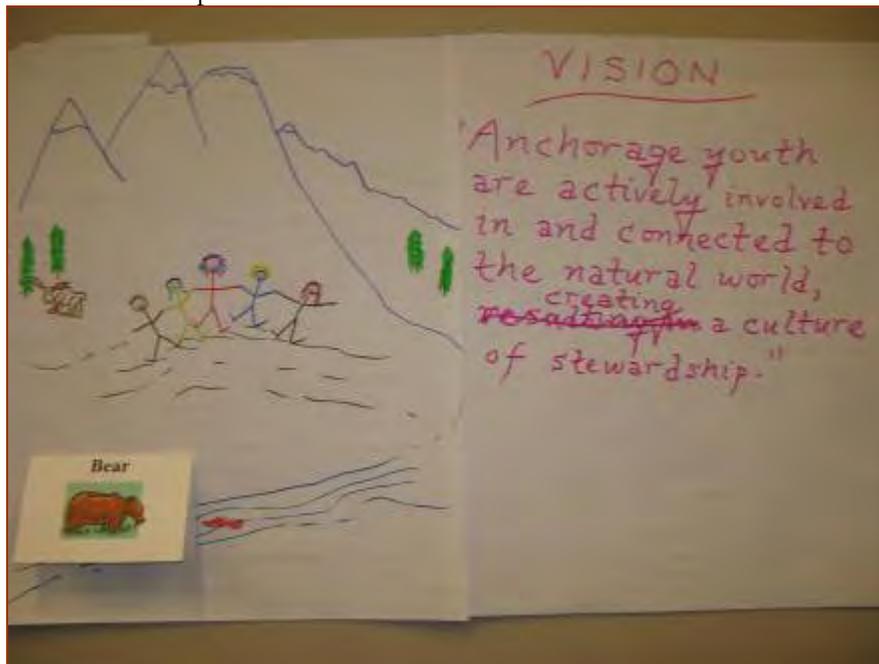
### **Session 5: Creating a Vision for Getting Anchorage's Youth Outdoors**

During this segment of the Summit, participants worked in small groups to develop a vision for the Get Outdoor Anchorage! initiative. For the purposes of this session, “vision” was defined as the intended long-term outcome of the Get Outdoors Anchorage! initiative.

Listed below are the major tasks and results of the visioning session.

- Each group selected a groups scribe and spokesperson.
- Each group developed a word and graphic version of a vision statement.
- Each group presented their vision statement.
- All vision statements (listed below) were posted and all participants voted for their preferred vision statement; each participant received five votes.
  - Anchorage children and youth are actively involved in and connected to the natural world, creating a culture of stewardship (57 votes).
  - People in Anchorage (individual, family, neighbors, youth, etc.) are responsible stewards who value respect, and actively enjoy the environment as demonstrated by their behaviors (received 46 votes).
  - The Anchorage community supports a culture of optimal access to meaningful outdoor experiences (46 votes).
  - We envision Anchorage as a place where all citizens view nature as a place to have fun to feel connected and a place to protect and value (received 45 votes).
  - We envision an Anchorage community where outside activities are second nature and valued and opportunities to be outside are accessible for all around our homes, neighborhoods, schools, community centers and parks (38 votes).
  - Everyone in Anchorage integrated the outdoors into their lives (received 33 votes).
  - All Alaskan youth have easy access to and a positive relationship with the outdoors (31 votes).
  - In the future, Anchorage is a community where every person values nature and is active outdoors (received 19 votes).
  - In 10 to 15 years, Anchorage families will reconnect with their innate eco-biphilia through handson nature activities, community outreach, and partnerships (30 votes).

- The following vision received the most votes and was adopted as a working vision for the Get Outdoors Anchorage! initiative:
  - **VISION STATEMENT** – Anchorage children and youth are actively involved in and connected to the natural world, creating a culture of stewardship.



A graphic and written representation of the Get Outdoors Anchorage! Working Summit

### Session 6: Wrap-Up + Preparing for Day Two

At the end of Summit Day One, Lead Facilitator Shelly Wade conducted an informal evaluation of Day One and reviewed Day Two agenda items. Results of the informal evaluation are listed below:

#### Things We Liked

- Mary Oliver poem and Marti
- Thanks for invite from non-Anchorage residents to participate in summit
- Outdoor Share Fair
- All the great ideas
- The facilitator
- Opportunity to share your opinions
- Exposure to other organizations/entities (and animals)
- Having youth contribute
- Great snacks
- Length and placement of breaks
- Keynote tied to research (Martha's presentation)

## Thing We Would Like to Change

- Why limit summit to kids and not wider population? Need to do something similar for wider audience.
- More diverse panel – local, long-time born and raised Alaskans
- Venue with view of natural features would have been nice
- Better marketing
- Broaden invitation list
- Include outdoor component
- Invite high school students
- Need more culturally diverse audience and participant list
- Incorporate engineered networking

## **Share Fair**

Participants received an email prior to the Summit encouraging them to bring items to place on a table for a “Share Fair.” Two walls of the main room were filled with these items for people to see. Participants were encouraged to visit the tables during breaks to discover what other organizations were doing to help reconnect youth to the outdoors.

## **Day Two: December 11, 2008**

**Session 1: Bob Peart, Director, The Kesho Trust – They Have to Live It! A Grassroots Strategy for British Columbia** (See Appendix D: Bob Peart Speaker Notes and Presentation)

### Introduction

- Nature education and public education throughout the 70's and 80's.
- For various reasons my career went in a different direction.
- For last 2 years reengaged in the children and nature conversation after an absence of 15 years.
- Startling changes from our more relaxed life of two decades ago
  - 15 years ago we never talked about the fear of going outside or 'stranger danger',
  - the legal beagles hadn't raised the liability issue to the point of that it is now absurd and almost dysfunctional
  - Computer world was just new
  - 15 years ago kids were still playing outside, whereas now it is ~5%.
  - And two income parents (dual career families were still quite rare)
  - Concerns about the future of the environment, climate change and the environmental health of the planet didn't have that edge of urgency that we now face daily
- Child-nature conversation needs to become an integral part of a broader conversation if not the key part of a broader fundamental social movement
- Getting children back outside and engaged in nature is one of the most hopeful acts that we as citizens can do.
- Biggest challenge as you leave the room later today will be to keep this conversation going. There's great energy in the room, but will there be just as much excitement come mid-February?

- Need for future momentum is built into your meeting objectives but it is important to understand, like any good initiative, it isn't just going to happen - you are going to have to be purposeful and deliberate to achieve your vision.
- As you know with your recent Presidential election – hope is a powerful force and what is more hopeful than hearing the joy and laughter of children outside playing.
- As you work away on this important effort think of what Teddy Roosevelt said more than a century ago: "Far better it is to dare mighty things, to win glorious triumphs, even though checkered by failure, than to take rank with those poor spirits who neither enjoy much nor suffer much, because they live in the gray twilight that knows not victory or defeat."
- The act of playing in nature results in healthier, happier and more eco-literate children and just as important it engenders in them a spirit of caring and advocacy --- today's children are our future leaders in protecting the web-of-life we treasure and the ecosystems that we need for our health and economy.
- We need to examine what we are doing to and with our children and families in terms of their ability and willingness to connect with and appreciate nature's benefits and to foster a future behavior that that is supportive of the environment and advocates for its protection.
- Spent time with Graeme my six-month great nephew and was thinking – when he is my age it will be 2060 and what will it be like for Graeme in 2060?
- We haven't any real idea what the state of the world's ecosystems or human civilization will be like half a century from now.
- It is the children of today that will have to live it – the future is theirs and we have that all-important job of making that future as healthy as we possibly can.
- To achieve this goal there is one easy thing that each of us can everyday (especially if you are an aunt, uncle or grandparent) – and that is to take the young kids outside and share your love and experiences for the out of doors with them. This sharing, this experience will help set the youngsters up for life; it may guide them forever to appreciate nature, and what could be more important than that?

#### Key Points

- Asked to speak about how we are implementing a provincial strategy for nature-children in BC.
- We are about 2 years ahead of you, so some of my experiences may be of value to you as you walk your process through...we had our key initial gathering in February 2007.
- Our goal in BC is to build on the key principles/values outlined in Richard Louv's book and the associated research that Marti so eloquently spoke to yesterday.
- We are being constantly reminded that nature deficit has a profound impact on our children's mental and physical health, with enormous, unintentional consequences to society. And we are just beginning to realize the huge implications that these unintentional consequences have for the values that we all cherish. Just as children need nutrition, sleep and exercise they need unstructured contact with nature.
- So what has brought me back to this nature-child-reunion journey after a 15-20 year absence? The first 15 years of my career focused on nature education, interpretation, public programming and my Masters is in Informal Learning. At that time the book carried around was Interpreting our Heritage by Freeman Tilden --- this was our bible.

- Stumbled on Richard Louv's book Last Child in the Woods two years ago and read it and it woke up all the memories of my youth playing in nature and the earlier part of my work career.
- So, Googled Richard, got his phone number, phoned him and when he answered the phone. Came to Victoria to speak to a group and that is how it all began two years ago.
- Richard has now been to BC twice and is coming back next March – Bob has been appointed a Senior Associate of the Children and Nature Network.
- Strongly recommends the Children and Nature Network's Community Action Guide which describes how to build a children and nature movement from the ground up. This guide if you haven't seen a copy is available on their website – you can see it follows a step-by-step process which helps you to arrange your thoughts/thinking about what to do now.

### Principles for Success

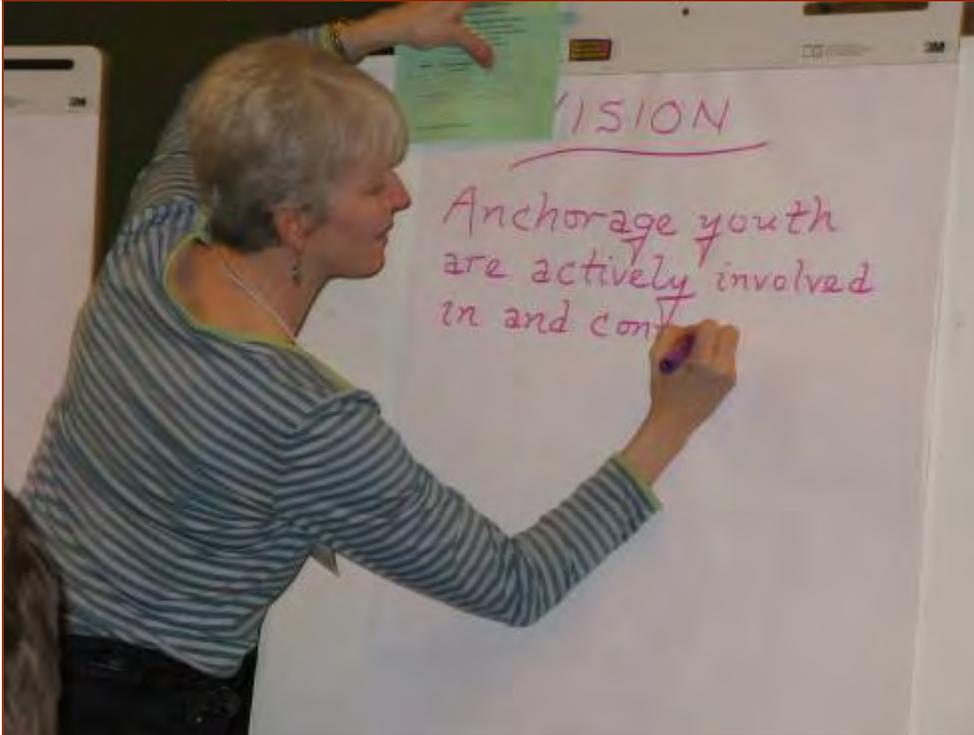
- **Find your champion**/your voice and if an NGO doesn't exist to support that person, then form one. This 'outside' advocacy voice and force is essential to move the conversation forward; you can have your internal champions within government agencies but that outside pressure is necessary for momentum. In BC Bob is champion and he is using his NGO as the base group. This has been fundamental to our success - yet it is not a sustainable model. It is best if this person is not lobbying government for other matters, but is clean and government staff won't be able to work one important issue off another - as they so are skilled at doing. Note that GOA is forming an implementation committee, a positive move but cautions group that unless someone and some organization is directly responsible group will become frustrated by the lack of progress...an implementation committee is a good step, but not the final necessary step of a formal alliance.
- **Earn the support of government.** Find your entry into government – build on that support and then develop other entries – find your internal champions, make your case and get critical support. Build on your energy, their enthusiasm and the common interests. And most important build this support throughout as many agencies as possible (education, health, environment, fish/wildlife, social services, children programs, etc) -- so seen as a cross-government initiative. And work all levels political, senior administrators and the technical level...to be successful this support is necessary at all three levels. Government has a key role here as they can provide funding and they make policy and pass legislation...each of which you need. Government also often needs a hook to get involved.
- **Broaden your partnership** beyond to the varied private sector and citizens' groups, but getting government there at the start is essential. {Also think of the 'unusual partners' --- Bob's experience that these offbeat oddball connections often become the real strengths. (Doctors, outdoors stores, academics, nature centers, teachers, land trusts, social service NGO's, --- bring as big a cross-section/mix of society together as you can arrange - as nearly everyone is connected to this conversation.)
- **You must be seen as bi-partisan** – there are no favorites here. This is not a Republican or Democratic cause. This initiative must be clean and not seen as one party or the other's initiative. This approach gives you freer access to move around 'the halls' and makes it a much easier conversation, especially in the political offices.
- As you have done here, **have a high profile launch**, but make sure it is not a one-off event but a launch of energy and momentum. Like tossing a pebble in water. As you have done, get the right people in the room at the launch talking to each other,

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sharing their stories, building the momentum...cross-pollination and have participants begin working the solution out together and build your follow-up into to your action plan. You won't achieve your goals just because it is a good idea...you need to be intentional.

- **Involve youth** --- glad to see your youth compliment here ... hearing the youth voice is essential to the conversation. And not in a patronizing manner, but sincerely asking for their input and energy into your solutions. Think about sponsorships to ensure their input, for example at our upcoming March 09 gathering we have raised the money for 30 youth to be sponsored and these youth are having direct input into the delivery of the agenda itself.



**GOA Working Summit participants develop a long-term vision for the Get Outdoors Anchorage! Initiative**

IMPORTANT: (this was talked about yesterday in your small groups) We need to be clear about our terms, for purposes of discussion Bob differentiates between children and youth.

- youth are in high school and early university;
- children are that critical age between learning to speak and puberty (say 4-14) --- it is more difficult to hear the direct voice of children but as far as I am concerned this is the crucial group to engage --- so at a minimum involve people/organizations/schools who work with children as the evidence is quite clear that if we get young people hooked on nature, they will have this commitment for the rest of their life. (Intergenerational transfer of experience is critical here as well)
- As you move forward don't be threatening to existing groups/people that are currently active in environmental education/the outdoors - position this campaign as helping everyone, not interfering - a '**float the whole boat**' concept. You don't want to get caught in a turf war! There are hundreds of good programs and great people doing great things and being very successful – the goal is to make 1+1=3? Present a totally supportive conceptual role to assist everyone - be additive. Be

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inclusive --- even if that takes more time. Figure out how this initiative fits into ongoing programs and won't just be an additional thing to do on an already impossible schedule. This initiative is positive for early childhood education, K-12, NGO's, independent programs, scouts/guides, nature centers - we all benefit so position it accordingly. Sort of like a spider with a web. Often the thought that funding may come with an initiative brings out the competition in the groups/people...it is important to be completely open about any fundraising efforts so that your positive initiative doesn't become a threat to ongoing programs – whether this threat is perceived or real.

- You must **figure out how to keep the momentum going** – you need to be intentional about the conversation, it won't just happen. Keep it on the agenda; on the radar...not fade away. Your champion or lead organization needs to have the frame of mind about what can we do each week with media, government, NGO's, etc --- who should I see or phone, how do I get the story in the media - anything to keep the profile of the story out there. Chat over coffee with your colleagues and government officials every chance you get. Someone needs to be always telling the story, somewhere at sometime to someone influential as often as possible.
- **This is a story of easy access to neighborhood parks** so children can have a safe place for self-directed unstructured play - so design your message to lead with this strength. We need safe places where children can go for playing and enjoying each other. So we need to engage city park managers, regional parks, municipal planners, landscape architects, engineers and developers. We need to grab this vision, take this conversation to the top and turn municipal and regional planning upside down. This conversation also engages those individuals/groups who are interesting having more natural green space into cities and bringing our buildings and cities back to life. Find your thoughtful developers, architects, planners and spend time with them as often they know they want to do something but aren't sure just how to go at it. There is a huge force that is aspiring to help mend the prevailing breach existing in our society between the modern built environment and the human need for contact with the natural world...our movement needs to build on and partner with this force.
- **Know the research.** Be prepared to answer the basic questions about why being outdoors is important to a child's academic performance, concentration, balance, coordination, health and self-esteem. Bob's experience is that if you know the science when someone 'push's back' you are able to provide that evidence that often satisfies his or her interests. Find your allies within the university environment and turn to these people for help and support.
- **Do a strategic plan and business case** that describes your vision, mission, outcomes, and framework for future action. Bob has an example here of baseline logic model that we have done for children and nature in BC that we have found essential in helping us to describe what it is that we are actually trying to do and who we must reach if we are to achieve success. Success won't just happen because this is a good idea you are going to have to work hard and be intentional about everything you do...a strategic plan can guide you.
- Two NGO groups that Bob has found to be critically important to maximize our efforts: All partnerships are important but these two are think are particularly important.
  - Your Recreation and Parks Associations, at both the state and national level and work with your Pacific NW neighbor states and provinces to develop common strategies. These people work at the urban park level and know how your cities operate.

- The Wildlife Federation. Since much of a child's play and development is shaped by our hunter/gatherer culture, our genetic heritage --- don't forget our fish and wildlife friends – the various local, regional and national associations are influential and strategic.
- And above all be patient.



**GOA participants identify actions they will take toward getting Anchorage Youth outdoors**

So where Bob's organization is now –

- Our next focus obviously is in our March 09 Forum. It is important for us to position the March Forum as a safe non-risk gathering for our Premier (equivalent of your governor) to make a major announcement on children and nature, and at the same time to announce the province's support for a new children and nature alliance.
- To accomplish this goal Bob meets regularly with senior staff and elected officials to secure their support and answers any questions/concerns they may have...and will be regularly between now and March. My message is simple this is a cross-government initiative, it is apolitical, much is happening now it just needs coordination, it is a classic government-NGO partnership and it has no risk --- just the opposite it provides hope.
- Richard has agreed to come early to the meeting to meet with the Premier and Cabinet --- this invitation has been extended and not yet confirmed.
- After the March meeting the priorities are to ensure this initiative is sustainable --- we need an Alliance and we need to get the Alliance operating and secure funding and then begin the hard necessary work to ensure this movement retains its momentum and doesn't fizz out. (Meeting is the starting point -- not the end point).
- Once the Alliance operating with some confidence then we need to influence the zoning and planning of our cities – as they must incorporate nature more into their developments – and work toward bring nature back into our cities so outdoor spaces are seen as safe and accessible for children and families.
- We need to change many aspects of the public policy framework that affects green space planning and management -- to improve citizen involvement in the provision of open space. We need to push the importance of green space up the policy and

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legislative agenda, thereby creating a more conducive environment for so many of the principles that we all believe in.

### Closing Comments

In closing, society needs to be supportive of a family culture in which our children will:

1. Engender a life-long participation in the outdoors.
2. Recognize the importance and value of being an advocate for the environment.

Our ancient bond with nature is in danger of being broken and with that the next step will be the extinction of experience. Ensuring our children get outside to experience that sense of wonder is not a societal luxury it is essential for our and the planet's health.

### **Sessions 2,3 & 4: Vision Confirmation, Developing Strategies + Action Planning**

The purpose of this session was to confirm the vision developed on Day One and to complete the next phases of the strategic planning process: to develop strategies and action items for the Get Outdoors Anchorage! Initiative. Participants worked in small groups to develop strategies by the following issue areas:

- Marketing
- Policy
- Green + Gray Infrastructure
- Health
- Education
- Stewardship
- Programming
- Wild Places
- Funding



#### **Anchorage youth from King Career Center report back on identified GOA strategies**

For the purposes of this session, “strategy” was defined as “general intentioned, abstract ideas that can be accomplished over the next three to five years, all of which contribute to the realization of the summit initiative.” “Action” was defined as “a shorter term item that could be more narrowly defined and/or measured and something that could be tied to lead

individuals/entities with defined resources and a timeline.” Listed below are the major tasks and results of the strategy development and action planning sessions:

- The group identified and confirmed the major issue areas listed below.
- Small groups by theme – Elect a scribe and group spokesperson
- Develop 3-5 strategies
- Group report back
- Reorganize into different small groups
- Identify new group scribe and spokesperson
- Identify 3-5 action items for each strategy
- Group report back

A complete set of action planning worksheets with all identified strategies and associated action items (by issue area) follows the narrative portion of this report.

### **Session 5: Signing the “Anchorage Children’s Outdoor Bill of Rights” + Lunch with Leading Partners**



Mayor Mark Begich and partner agencies sign the Anchorage Children’s Outdoor Bill of Rights

During this segment of the summit, Mayor Mark Begich and representatives from partnering agencies, including youth representatives from King Career Center, presented, read aloud, and signed the Get Outdoors Anchorage! Bill of Rights. The Bill of Rights reads as follows:

### Anchorage Children's Outdoor Bill of Rights

I promise to introduce children to the wonders of nature for their own health and well-being, for the present and future stewardship of Alaska's natural resources, and for the preservation of the beauty and character of the great city of Anchorage. To that end, I pledge to defend the right of all children and every family to play outdoors and will encourage and support opportunities for every child to exercise this right in Anchorage by helping them to:

- Explore Nature
- Ice Skate on a Frozen Pond
- Catch a Fish
- Camp Under the Stars
- Watch Wildlife
- Pick Berries
- Float in a Boat
- Bike on a Greenway
- Discover Alaska's Outdoor Heritage and History



**King Career Center Youth dressed as wildlife celebrate the signing of the Anchorage Children's Outdoor Bill of Rights**

## **Session 6: Next Steps**

As part of summit next steps, participants were invited to volunteer for the Get Outdoors Anchorage! implementation committee. Forty participants signed up for the implementation committee. Please see Appendix F for the complete list.

The GOA steering committee will review the GOA Summit Report and then hold the first GOA Implementation Committee (GOAIC) meeting in February 2009. At their first meeting, the GOAIC will prioritize items in the action plan and develop next steps for plan implementation.

Additionally, postcards were handed out and each participant was encouraged to write actions they personally would do to move this effort forward in the near future. These postcards were collected and will be sent back to participants in mid-January to remind them of what they wrote.

## **Appendix A: Summit Agenda**

### **Get Outdoors Anchorage! Working Summit**

**December 10-11, 2008**

**Dena'ina Civic and Convention Center, Anchorage**

#### **Summit Objectives**

Participants will:

1. **Learn about the trend** that children are spending less time in nature than ever before and the health, social, intellectual, and environmental benefits of youth spending time outdoors in natural settings.
2. **Identify challenge and opportunities** for connecting kids with nature in Anchorage.
3. **Visualize an Anchorage community** that provides what is necessary to connect its youth with nature.
4. **Develop strategies** for connecting Anchorage youth to nature and the outdoors.
5. **Identify individual and collective actions** to be taken (next steps) that will result in getting Anchorage's youth better connected with nature.
6. **Network with one another** to learn about current successes and identify opportunities to engage children in nature.

#### **SUMMIT DAY ONE – Wednesday, December 10<sup>th</sup>**

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##### **8:00-8:30 • Registration/Coffee**

- Register for the conference
- 

##### **8:30-9:30 • Welcome, Introductions + Keynote**

- Welcome & General Announcements (15 min)
    - Jim Adams, National Wildlife Federation & Get Outdoors Anchorage! Planning Committee
    - Jeff Dillon, Municipality of Anchorage Parks & Recreation Director
    - Shelly Wade, Agnew::Beck, Summit Outcomes
  - “The Broken Bond Between Children and Nature: Why It Matters, What We Can Do” by Martha Farrell Erickson, Ph.D., Children & Nature Network (30 min)
  - Q & A (15 min)
- 

##### **9:30-10:00 • BREAK – Coffee, Snacks, Outdoor Activity Fair**

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##### **10:00-11:30 • We're in This Together: Understanding Nature Deficit Disorder – Moderated Panel**

- Alaska Teen Media Institute Presentation (5 min)
- Panel Members (35 min)
  - Dr. Peter Mjos, Anchorage Neighborhood Health Center

- Mike Woods, King Career Center
  - Dwayne Adams, Land Design North
  - Chris Conlon, Municipality of Anchorage Parks & Rec
  - Nara McCray + Solo Malua, AYEY/YEP youth
  - Cheryl Piazza
- Q & A – from prepared questions and from audience (50 min)
  - Introduction to Optional Lunch Time Video and Outdoor Activities, Cathy Rezabeck, USFWS & GOA Planning Committee

**11:30-1:00 • Lunch on Your Own – Go Explore!**

- Optional Video at 11:45am – “Where Do the Children Play?” (56 min video)
- Outdoor Adventure
  - Ice skate or walk at Delaney Park Strip
  - Hike, run, ski on the Coastal Trail
  - Ice skate on Westchester Lagoon

**1:00-2:00 • Challenges & Opportunities to Getting Kids Outdoors**

- Small groups – Elect a scribe and group spokesperson
- Identify Top 5 Challenges / Identify Top 5 Opportunities

**2:00-2:30 • Group Report Back on Challenges & Opportunities**

**2:30-3:00 • BREAK – Coffee, Snacks, Outdoor Activity Fair**

**3:00-4:00 • Creating a Vision for Getting Anchorage’s Youth Outdoors**

- Small groups – Elect a scribe and group spokesperson
- Develop a Vision Statement – In word and pictorially (drawing)
- Post words and pictures for group voting
- Voting process – every person gets three votes
- Count and share results

**4:00-4:30 • Wrap-Up & Preparing for Day Two**

- Informal evaluation

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## Get Outdoors Anchorage! Working Summit

December 10-11, 2008

Dena'ina Civic and Convention Center, Anchorage

### Summit Objectives

Participants will:

7. **Learn about the trend** that children are spending less time in nature than ever before and the health, social, intellectual, and environmental benefits of youth spending time outdoors in natural settings.
8. **Identify challenge and opportunities** for connecting kids with nature in Anchorage.
9. **Visualize an Anchorage community** that provides what is necessary to connect its youth with nature.
10. **Develop strategies** for connecting Anchorage youth to nature and the outdoors.
11. **Identify individual and collective actions** to be taken (next steps) that will result in getting Anchorage's youth better connected with nature.
12. **Network with one another** to learn about current successes and identify opportunities to engage children in nature.

### SUMMIT DAY TWO – Thursday, December 11<sup>th</sup>

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**7:45-8:15 • Coffee, Announcements**

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**8:15-9:00 • They Have to Live It! A Grassroots Strategy for British Columbia**

- Bob Peart, Director, The Kesho Trust
- Q & A

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**9:00-10:00 • Vision Confirmation & Developing Strategies**

- Identify major themes
- Small groups by theme – Elect a scribe and group spokesperson
- Develop 3-5 strategies
- Group report back

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**10:00-10:30 • BREAK – Coffee, Snacks, Outdoor Activity Fair**

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**10:30-11:30 • Action Planning, Part I**

- Small groups
- For each strategy - identify action item, resources, timeline (6 months, 6 months+)

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**11:30-12:00 • Signing the pledge and commitment to Get Outdoors Initiative**

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**12:00 –1:00 • Lunch with Leading Partners**

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**1:00-2:00 •Action Planning, Part II**

- Small groups
- For each strategy - identify action item, resources, timeline (6 months, 6 months+)

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**2:00-2:30 • Group Report Back on Action Items**

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**2:30-3:30 • Next Steps & Evaluation**

- Postcards – One action you will take toward getting Anchorage youth outdoors
- Final thoughts & wrap-up – Jim Adams
  - What will happen with Summit results
  - Implementation Committee & Subcommittee
  - Electronic evaluation

**Healing the Broken Bond  
between Children and Nature**

Martha Farrell Erickson, Ph.D.  
E-mail: mferick@umn.edu

Get Outside Anchorage!  
Working Summit  
Anchorage, Alaska  
December 10, 2008

**Since the 1970s my work  
has addressed these large  
research questions:**

Prepared by Martha Farrell Erickson, Ph.D.

What does it take to raise a child to become a caring, responsible, respectful adult?

Especially for a child in high-risk circumstances, what are the protective factors that will enable that child to thrive and succeed?

Prepared by Martha Farrell Erickson, Ph.D.

## Tipping the Balance Toward Promise



Prepared by Martha Farrell Erickson, Ph.D.

## Strong connections from the start



Prepared by Martha Farrell Erickson

## Tipping the Balance Toward Promise



Prepared by Martha Farrell Erickson, Ph.D.

But while my colleagues and I were studying these important risk and protective factors, something dramatic was happening to children and families across America, and we weren't paying close enough attention!

I want to talk with you about that, in three parts:

What?

So what?

Now what?

Prepared by: Martha Farrell Erickson, Ph.D.

## What?

Children stopped going outside!

- Decline in time spent playing and exploring outside than
- Decreased use of state & national parks
- Decline in access to public play spaces
- Shift to structured, adult-directed activities when children are outside

Prepared by: Martha Farrell Erickson, Ph.D.

## What stops children from playing outside?

- Parental fear
- Seductiveness of technology
- Lack of access to natural environments  
(and significant disparities across different segments of the population)

Prepared by Martha Farrell Erickson, Ph.D.

## So what?

Why does this matter? What are the benefits when children connect with nature?

- Better physical health
- Reduced stress and anxiety (for children & adults)
- Better concentration (note new findings on ADHD)
- Improved cooperation, problem-solving and creativity
- More likely to be good stewards of the environment when they become adults

Prepared by Martha Farrell Erickson, Ph.D.



Connecting with nature  
serves parents' needs too!

- De-stress
- Strengthen relationships



*No harmful side effects;  
many helpful side effects!*

## Now what?

What can you and I do to connect children and  
nature? When, where and how do we begin?

Prepared by Martha Farrell Erickson, Ph.D.



## The Children & Nature Network

*Working to heal the broken bond between children and nature*

[www.childrenandnature.org](http://www.childrenandnature.org)

Inspired by Richard Louv's book, *Last Child in the Woods: Saving Our Children from Nature Deficit Disorder*

### Begin early!

The theory of biophilia:

Children have an innate attraction to natural things.

E.O. Wilson





Prepared by: Martha Farrell Erickson, Ph.D.

See the world through new eyes!

"The only voyage of discovery...  
consists not in seeking new  
landscapes but in having new  
eyes."

Marcel Proust, 1923





## Windows of Opportunity

- Make outdoor experience a part of your child's daily life from infancy on
- Make outdoor experience a part of your OWN daily life
- Return nature to the schools (recess, natural play areas, outdoor learning)

*Leave no child inside!*



## Windows of Opportunity

- Nurture “natural leaders”



Natural leaders

Wilderness Inquiry  
Minneapolis, MN



Natural leaders?



## Windows of Opportunity

- Design communities to facilitate nature experience for ALL children

*Leave no child inside!*

“Whatever kids do is based on how adults have made the environment. Adults will control the government for the next 20 years. Kids do what adults allow them to do. They build highways that kids can’t cross to get to the forest. They make video games that keep kids inside. If adults provided better opportunities, kids would go out more.”

Simon, age 13



How will YOU use this information to improve the lives of children in your community?

*To learn more, visit  
[www.childrenandnature.org](http://www.childrenandnature.org)*

## **Appendix C: Martha Ferrell Erickson handout: Connecting Children & Nature: A Fun-filled Path to Learning, Health and Strong Family Bonds"**

### **Connecting Children and Nature: A Fun-filled Path to Learning, Health & Strong Family Bonds**

#### **Infants**

- Move naptime outdoors, letting baby sleep in a carriage, pack 'n play, or on a blanket spread out on the grass
- Make daily stroller rides part of your routine
- When baby is fussy, hold him/her in your arms and walk around under the trees, allowing yourself to relax (and your baby too)
- Do "floor-play" on a blanket outside or, for older infants, let them crawl in the grass
- Take older infants outside to touch and feel interesting things: the rough bark of a tree, textures of different leaves, pinecones, stones
- Introduce your baby to rain, holding baby in your arms or a carrier, with an umbrella keeping you both dry

#### **Toddlers**

- After lunch, enjoy quiet reading time outside with your toddler
- Go for daily nature walks, letting your toddler's curiosity lead the way
- Take a basket along on your walk and let your toddler collect interesting objects to take home and display on a special shelf
- Make it a daily ritual to say good morning and good night to the plants, animals, sun and stars, creating a sense of place and connection to nature for both you and your child
- Buy a colorful rain jacket, boots and umbrella for your toddler, turning rainy days into special days for walks and puddle-splashing
- Create a small area in your yard where your toddler can dig in the dirt, make mud pies, or create sculptures from twigs and rocks
- Use blankets and chairs, a bench, or a sawhorse to make a pretend tent. Toddlers love to get under things to play peek-a-boo or to create imaginary adventures.
- In winter, go sledding, make snowmen, or just romp in the snow

#### **Preschoolers**

- Continue the toddler activities, but allow your child more freedom to explore independently while you watch from the sidelines

- On nature walks, be more intentional about things your child gathers, arranging them into a mini-museum at home, looking them up in books or on the internet, and labeling them appropriately
- Play an outdoor matching game by taking along pictures of bugs, leaves, or types of plants and seeing if your child can find the real thing to match the picture. (The pictures can be cut from magazines, printed from the internet, or photos you've taken of things in your neighborhood.)
- Take a digital camera along and let your child take pictures of interesting things. Notice – and photograph – the seasonal changes of a favorite tree or plant.
- Take a walk after dark and see if you can spot any nocturnal animals (bats or raccoons, for example). Notice the different phases of the moon and introduce your child to the stars and constellations.
- Cut the center out of the lid on a large ice cream container and lay the ring down on the ground. Ask your child to see how many living things are inside that circle.
- Have your child plant a garden with you, even if it's just a container garden with herbs. Let your child care for the plants, with your help, and watch how they change from day to day. When the plants are fully grown, use them in a meal you make together, allowing your child the "seed to feed" experience. (Many picky eaters will try new things when they've grown them themselves.)
- Visit the farmer's market and pick out new things to taste at home. Get acquainted with one of the farmers and see if you can arrange a visit to the farm so your preschooler can see where the fruits and vegetables are grown and learn how a farm operates.
- Visit local nature centers, which usually have special places and activities geared to this age group (as well as to older ages)
- Go tent camping at a nearby state or county park or even just in your own backyard. Leave the electronics inside and encourage your child to listen to nature's night sounds. Buy a child-size LED headlamp, which helps your child feel like a real explorer. (One with a red light is better for the eyes of nocturnal animals.)
- Keep folding camp chairs in the trunk of your car and, in the midst of running errands, stop at some pretty spot and take a short nature break, a great way for everyone to soak up the calm of the natural world.

### **Elementary Age**

- Continue the activities above, but encourage your child to do many of these things independently with friends, telling you about their experiences when they come home. (Form a supportive network with the parents of your child's friends, setting some common ground rules and expectations, so the children can experience increasing autonomy within safe limits.)
- Engage kids in organizing a nature scavenger hunt, then divide into teams and see which team can find the largest number of items within an hour. (These can be small things they can bring back with them. Or, alternatively, each team could take a digital camera and snap a shot of each item on the list.)
- Take photos of different types of clouds over a period of several days, then match the photos to pictures and descriptions in a library book or on the internet, learning what the different types of clouds indicate in terms of weather.
- Encourage your child to keep a weather journal, noting daily high and low temperatures, measuring rainfall or snowfall over the course of a month. Calculate average temperature for the month and total precipitation, then compare that to published information on what's typical for that time of year.
- Set up side-by-side easels by the lake or some other scenic spot and draw or paint what you see. Do this with a group of neighborhood kids and have a backyard art exhibit with refreshments at the end of the day.
- Enroll your child in one of the many outdoor camps our state offers (overnight or daycamp, depending on your child's age and comfort level). Engage your child in making the decision about which camp to attend and for how long.
- Have your child choose nature-oriented classes or activities through the Park and Rec system, YMCAs, or other similar organizations in your community. Consider sailing classes on city lakes for older elementary kids.

### **Adolescents**

- Being sensitive to your maturing child's interests and level of independence, continue some of the above activities as appropriate
- Service activities contribute in important ways to healthy development of adolescents. Support your teen in finding volunteer opportunities, such as cleaning up the environment, participating in data collection

(such as the bird "census") or mentoring younger children in nature activities at community programs.

- If your teen is looking for paid summer work, encourage him or her to look for outdoor work, camp counseling, or jobs at nature-oriented companies or organizations.

#### **Whole Family**

- Declare a family "green hour" (or even half hour) each day, when everyone unplugs and does something outside (walking, sitting and reading, gardening, playing)
- Make walks, bike rides, picnics, sledding adventures, etc. part of your regular family routine. If your kids see you enjoying the outdoors, they'll be more likely to enjoy it too.
- Once a month, plan a special adventure beyond your usual activities. For example, go to a state or county park and take a vigorous hike (with babies or very young children in a backpack); rent canoes, rowboats, or paddleboats and enjoy the waters of the city lakes; or go to a city park that rents snowshoes or cross country skis for the whole family.
- Engage other families on your block to declare one day a week (or even one day a month) "unplugged day" when everyone disconnects from electronics and goes outside
- Take on a family volunteer project, such as adopting a stretch of highway that you keep clean all year round (maybe with other families from your neighborhood)
- Be advocates, encouraging your school, community, and/or state to make natural spaces accessible to all children and families.
- Set up a special piggybank in which each family member places a regular contribution, donating the money to a program that provides outdoor experience for children who wouldn't otherwise have the opportunity

***At every age, just go outside and play in whatever way you like! And remember that, most of the time, there is no such thing as bad weather – just the wrong clothes!***

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**They Have to Live It!**  
**A Grassroots Strategy for British**  
**Columbia**  
Get Outdoors, Anchorage!  
December 10-11, 2008

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**Children & Nature Network  
Community Action Guide  
www.cnaturenet.org**

<b>Phase One: Engaging Your Community</b>		<u>Timetable</u>
	Educate Yourself	
	Generate a Buzz	
	Map your own Community	
	Create Connections	
	Create an Initiating Committee	
	Identify/Create a Stakeholder Group	
	Plan a Kick-off Event	
<b>Phase Two: Develop Strategies and Products</b>		
	Kick-off and Public Event	
	Follow-up <ul style="list-style-type: none"> <li>▪ Creating a Vision</li> <li>▪ Current Realities, Trends and Activities</li> <li>▪ Set Community Priorities</li> <li>▪ Develop an Action Plan</li> <li>▪ Implement Plan Elements</li> </ul>	
	Community Outreach	
<b>Phase Three: Implementation</b>		
	Implementation Steps <ul style="list-style-type: none"> <li>▪ Steering Committee</li> <li>▪ Task Groups</li> <li>▪ Coordinator</li> </ul>	
	Governance Structure	
	Stakeholder Involvement	
	Monitoring and Assessment	
	Funding Options/Resources	
	Celebrate and Report	

Find Your Champion

Earn Government Support

Politically Neutral

Toss a Pebble in the Water

Involve Youth

Float the Whole Boat

Keep it on the Radar

Neighbourhood Parks

Know Your Research

Key Allies

And, above all --- **Be Patient!**

**Children & Nature Network  
Community Action Guide  
www.cnaturenet.org**

<b>Phase One: Engaging Your Community</b>		<u>Timetable</u> January 2006
	Educate Yourself	
	Generate a Buzz	
	Map your own Community	
	Create Connections	
	Create an Initiating Committee	
	Identify/Create a Stakeholder Group	
	Plan a Kick-off Event	
<b>Phase Two: Develop Strategies and Products</b>		
	Kick-off and Public Event	February 2007
	Follow-up <ul style="list-style-type: none"> <li>▪ Creating a Vision</li> <li>▪ Current Realities, Trends and Activities</li> <li>▪ Set Community Priorities</li> <li>▪ Develop an Action Plan</li> <li>▪ Implement Plan Elements</li> </ul>	
	Community Outreach	
<b>Phase Three: Implementation</b>		September 2007 - and beyond
	Implementation Steps <ul style="list-style-type: none"> <li>▪ Steering Committee</li> <li>▪ Task Groups</li> <li>▪ Coordinator</li> </ul>	
	Governance Structure	
	Stakeholder Involvement	March 5-8 2009
	Monitoring and Assessment	
	Funding Options/Resources	
	Celebrate and Report	

*Get Outside! It's in our Nature  
BC's 2nd Regional  
Children, Families and Nature Forum*

*March 5-8, 2009*

*Victoria, British Columbia*

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**Appendix E: GOA Summit Action Plans**

I. MARKETING + COMMUNICATION				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
“Queen/King Bee” group is leading this get outdoors effort	Identify representation to serve on this group	GOAC (Get Outdoors Anchorage Coalition)	Knowledge and energetic people	X	
Create/compile strategic plan and communicate	Finalize report	Agnew::Beck		X	
	Get feedback	All participants		X	

I. MARKETING + COMMUNICATION				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Connect with all parents, youth, policy makers	Develop comprehensive communication plan for all stakeholders	YAG	Time, knowledge, energetic people	Starts	
	Establish a clearinghouse of information and opportunities like Peg Tilston's "What's Up"		Funding for staff	X	
	Slogan for consistent messaging as part of social marketing campaign including talking points			X	
Youth Advisory Group (YAG)	Peer to peer communications plan				
	Electronic media communications plan			Starts	
	Print media communications plan			Starts	
	Youth to child mentor program			Starts	
	Add Get Outdoors Anchorage! questions to Youth Risk Behavior Survey (+ 2 local questions)			Start research	

II. POLICY				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Peer review of unintended consequences between stakeholders	Identify stakeholders (agencies, policy makers, governments, NGOs, technical management, leadership)		Trust between shareholders, public and youth		
	Conduct a self assessment of policies and practice which discourage outdoor activities – structured and unstructured by children and youth	Program providers	Time, expertise, unified assessment	X	
	Identify low-hanging fruit				
Maintain and open new lines of communication between stakeholders by leveraging technology – horizontal and vertical communication	Develop cooperative model with e-mail list; work products available online resource list and links	Program providers, IT training resources, professional development		X	
	Regularly scheduled meetings with agenda and timeline	Implementation Committee			

II. POLICY				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Accountability/measureable goals for community benefit	Develop success strategy by publicizing key failures and successes		Program evaluators	X	X
	Establish baselines to determine participation in structured and unstructured activities				

III. GREEN + GRAY INFRASTRUCTURE				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Youth and family representation in government/political decision making bodies	Create a seat on appropriate committees (e.g. planning and zoning, transportation, public safety, parks and rec, urban design)	Muni and Mayor's office and Assembly	Funding		
	Create a sustainability council for Muni (model of UAA)	Muni and Mayor's office and Assembly	People		
Green space planning	Incorporate principles of permaculture and sustainable design into all future Anchorage green and gray infrastructure development				
	Create pilot program for edible schoolyards	ASD, ABG, Co-Ex, MG			
	Expand community gardening program	Muni, UAA, APU, Land Trust			

III. GREEN AND GRAY INFRASTRUCTURE				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Improve and expand access to green and wild spaces in a sustainable manner	Ask ARR and People Mover to evaluate and consider beyond tourism	Muni, ARR			

IV. HEALTH				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Collaborate with health community to promote health benefits of nature (healing and preventative)	Gather database of research on benefits		Website and webmaster	X	
	Create fact sheet and give to all new parents and prenatal classes – 10 reasons why it's important to get kids outside		Intern	X	
	Identify health organizations/forums			X	
	Present information from database and fact sheet to health orgs/forums	DHHS, Obesity Task Force, Dr. Butler			X
	Facilitate summit of health professionals on this topic				X
	Health professionals will implement and integrate into their program activities				X

IV. HEALTH				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Increase mental and physical health through outdoor activities	Conduct focus groups with youth on PA barrier and promoters				
	Identify and promote nature/fitness trails in local parts				
	Identify liability constraints				
	Add outdoor time to school curriculum and after school	ASD	Health, PE teachers, behavioral health teachers, science teachers		X
	Develop outdoor class activities for students	ASD	Boys & Girls Club, AK Club, CampFire, YMCS, Boys/Girls Scouts, Parks & Rec		X
	Identify outdoor activities that can be used within existing curriculum	ASD			

IV. HEALTH				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Increase mental and physical health through outdoor activities	Get health people on ASD list of approved speakers	GOAC			
Enhance connections to natural and local food sources	School and gardens community				
	Encourage ASD buy more local food products		Native Plant Society, Eagle River Nature Center		X
	Conduct veggie taste test in classrooms; introduce ethnic foods		Division of Ag, Parks & Rec, Master Gardners, 4-H, Coop Extension Service, AK Grown		X
	Pull resource list together				X

V. EDUCATION				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Increase time spent outdoors in our schools and child care centers	Interact with Carol Comeau and school board am make presentation to educate them	Senator Begich, AYE, YEP		X	
	At January conference, make presentation to Child Care Connection on benefits of getting kids outdoors	ADF&G, John Tyson, Trailside Discovery, Tom Burek		X	
	Provide resource list to teachers in a letter with the Bill of Rights	ASD; GOA Marketing & Communication Committee	Website		X
Develop baseline and periodic evaluation to assess the current state of time spent outdoors efficacy of new programs	Work with ISER to develop a survey; utilize existing trend and data on outdoor use (e.g. hunters, trailhead, fishing, etc.)	Public research organization, DHSS, ISER	Rasmuson Foundation, funding, grant (Charlotte Martin, etc.)	X	
	Efficacy of new program assessed; develop evaluation framework	GOAC			X
	Take It Outside Annual Report; include agency, NGO, all entity feedback	GOAC and partner groups			X

V. EDUCATION				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Empower families to be community for table getting outside	Free instruction for families on outdoor activities and safety (e.g. bear safety, family fun days)	Parks & Rec, REI (Abigail), community councils	Volunteers and other entities	X	X
	Family Fun Days for community groups	Multiple agencies, NGOs, university students, and DHHS	Family Fund Day Guide and list of participating groups	Summer 2009	
Work with educational providers to identify barriers to outdoor experiences/education and find solutions	Survey teachers in Anchorage to learn what the barriers are to getting kids outdoors	ASD, GOAC	Teacher time to take survey and time to develop the survey	X	

VI. STEWARDSHIP				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
ASD/State has adopted sustainability into standards at every grade level	Hire an education outreach specialist to coordinate agency/ASD efforts	NPS	Approval of new position		X
	Every entity/agency involved in GOA should identify an education coordinator to serve on education subcommittee	Every agency/group			
	Presentation to ASD and State's Dept of Ed about this effort	GOAC		X	
	Presentation at ASD principals meeting	GOAC	Good info about address safety concerns		
This group includes ORV users, hunters, fishermen and others who use the land and waters and/or are associated with resource management (e.g. ARLIS)	Brainstorm list of which groups these would be and invite them to next meeting/to join implementation committee	GOAC		X	
	GOA should have a table/booth at the Sportmans' show			X	

VI. STEWARDSHIP				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
	Compile list of people available to go into schools, give presentations, get to ASD community resources	All agencies		X	
Increase ecological literacy and appreciation across all levels of the Anchorage community, including the media (newspapers, radio, TV, Internet, etc.)	Encourage school principals to establish block scheduling			X	
	Correlate goals if GOA with State standards				X
	Develop multi-media strategy (fact sheets, press conferences, YouTube, etc.)			X	X
People of all ages are engaged in some form of environment caretaking (e.g. creek clean-up, adopt-a-trail)	Connect University Office of Sustainability and Community Engagement to create partnerships with schools and agencies on stewardship projects	UAA, APU		X	
	Establish online list of outdoor/ecological community service projects so scouts, classes, BBBS and others who need/want to do community service can find out how to help	GOAC, all agencies/entities			X

VII. PROGRAMMING				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Increase opportunities across all age groups and socioeconomic backgrounds	Target school business partnership, especially those with Title I schools to get meals for outdoor school trips	Schools, businesses, program providers			X
	Train pre-school providers in outdoor activities	Randi Braeger			X
Fully accessible info on outdoor programs which are offered in all neighborhoods	Develop a winter YEP program	MOA, KCC, INPCA			X
	Create a volunteer training program to help increase opportunities (recruitment)	INPCA			X
	Identify and create a website to host an online calendar of all outdoor programs in Anchorage	GOAC	Web host manager	X	
	Develop marketing/communications plan for the calendar to get the info out to all audiences	“	“		X
	Identify organizations that are capable of providing outdoor program (where, when, audience)	“	“		X

VII. PROGRAMMING				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Have more programs that incorporate “free play”	Identify program that have the opportunity to incorporate free play into their activities	Schools, businesses, program providers		X	
	Identify venues where free play is possible based around nature in a safe manner			X	
	Provide staff in these natural play areas to act as “life guards” for kids and families	Muni			
Increase education to parent to emphasize free play					
Encourage adults/businesses to incorporate “Get Outdoors” activities					

VIII. WILD PLACES				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Create more affordable, available access including roads, trails, transportation	Create coalition of stakeholders	State, Muni, Feds, private	Organizational commitment	X	
	Expand whistle stop program	Joe at USFS	Rail equipment		X
	Study of access including issues, opportunities, solutions	ATPPL, Muni		X	
Increase connectivity by linking wild spaces from inside Anchorage and out	Review LRTP (Muni & State) and integrate connectivity of wild places	Muni/State	Grant (ATPPL)	X	
	Title 21 review	Muni			
	Integrate multi-partner strategy for connectivity	Landowners, GLT, Nature Conservancy, Anchorage Citizens Coalition, Sheila Selkregg	Land easements, marketing, funding		X

VIII. WILD PLACES				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Increase stewardship	Establish YACC/SAC	USFS, State, Muni	Funding, committed personnel		X
	Advocacy for wild places	GOAC, 501(c)(3)	Organization, funding		X
	Encourage use of wild places	NGOs, State, Muni	Marketing media	X	

IX. FUNDING				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Within 5 years develop diverse, reliable and sustainable sources of funding	Identify and prioritize existing and potential funding sources			X	
	Research top 10 prospects for application process			X	
	Within 6 months have a financial commitment from at least two funding sources				X
Develop a comprehensive funding plan to support the vision and goals of "Get Outdoors Anchorage"	Develop a budget that addresses the financial needs of the strategic plan	Finance Committee, Subcommittees		X - after delivery of strategic plan	
	Identify and establish a fundraising committee/fundraisers	Steering Committee		"	
	Identify and coordinating NGO and define their function	Partners		"	

IX. FUNDING				Timeframe	
Strategy	Action Items	Lead Entity, Agency, Person	Resources Needed	Next 6 months	Longer-term
Secure funding commitments from all partners in Get Outdoors Anchorage	Identify partners/stakeholders	GOAC		X	
	Secure a financial commitment (funding or in-kind) from all partners	GOAC		X	

## **Appendix F: Implementation Committee List**

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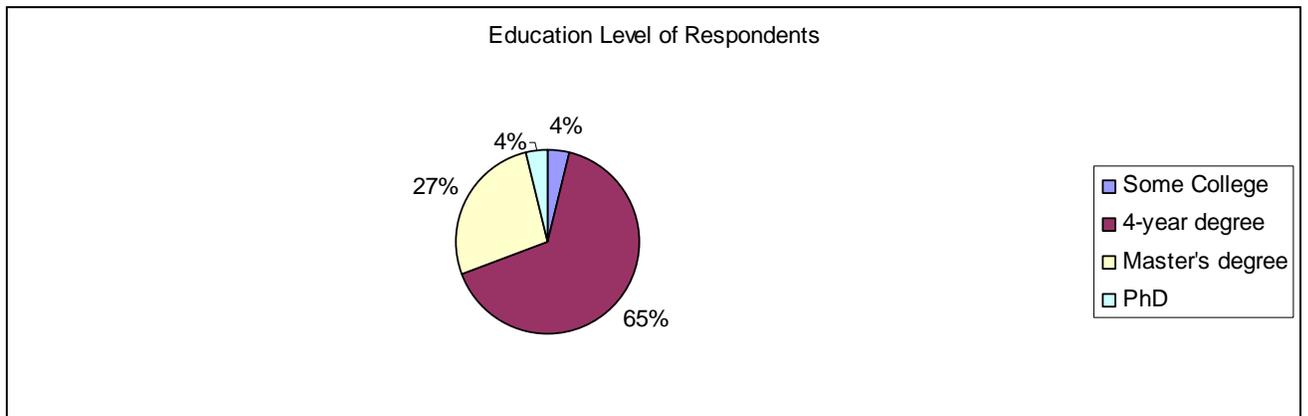
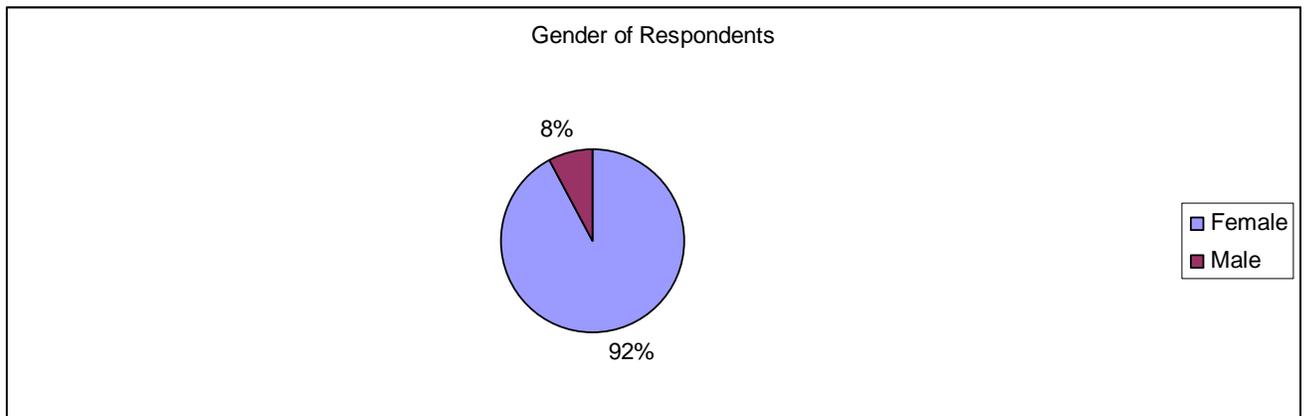
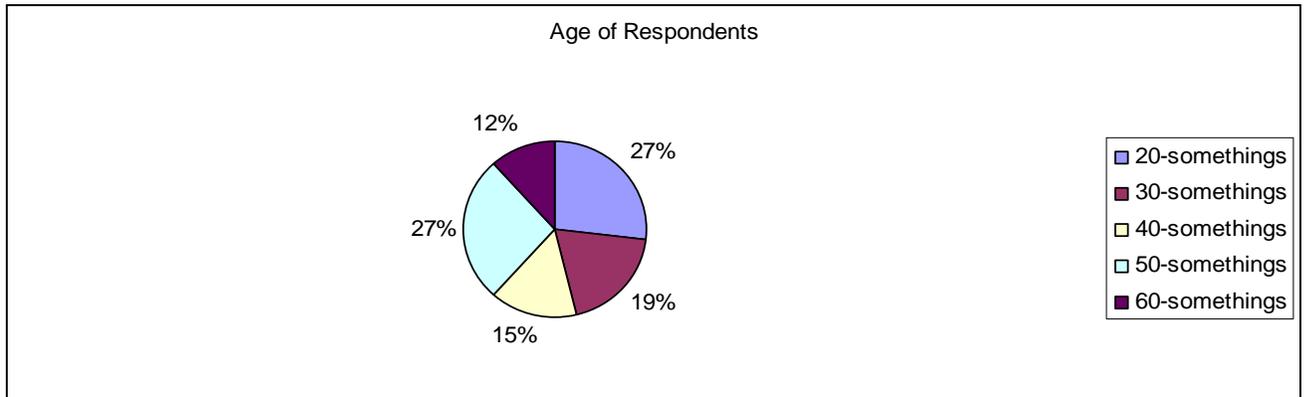
# Appendix H: Final Budget

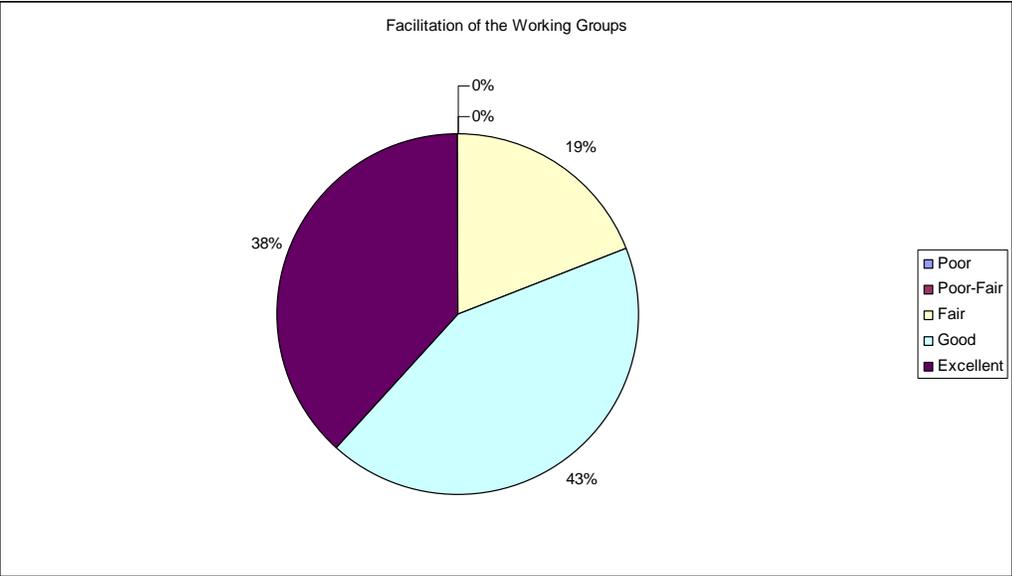
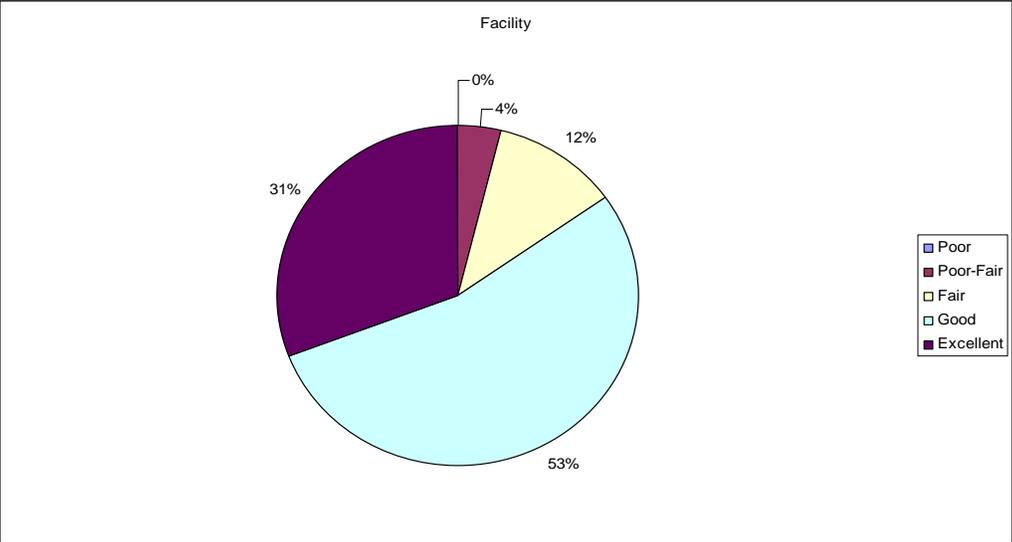
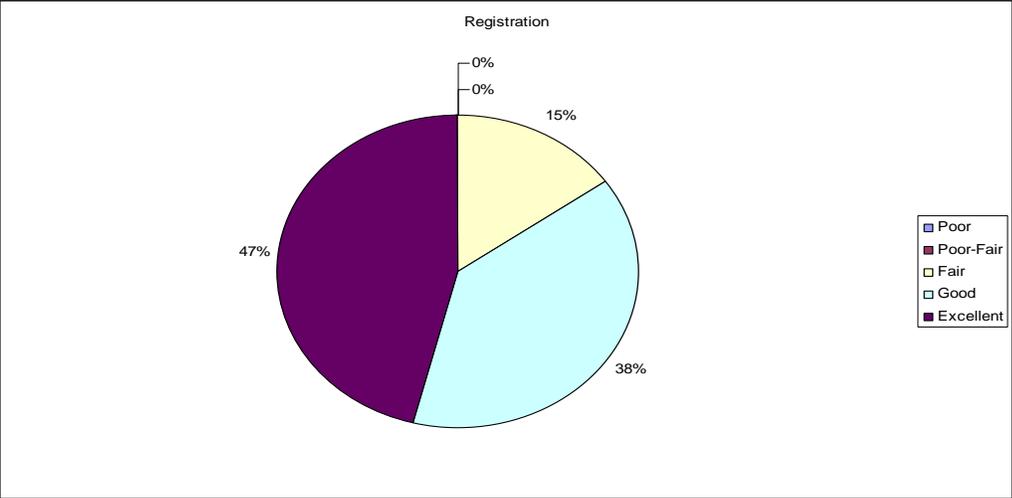
BUDGET CATEGORY	BUDGET ITEM	PROJECTED COST	ACTUAL COST	PAID BY	NOTES
<b>Speaker Fees</b>	Martha Farrell Erickson	\$ 5,000.00	\$ 5,000.00		USFWS paying Martha's fee directly
	Bob Peat	\$ 2,000.00	\$ 750.00		NPS paying Bob's fee directly
	<b>Total</b>	\$ 7,000.00	\$ 5,750.00	USFWS (\$3000) & NPS (\$3000)	
<b>Travel &amp; Accommodations</b>	Travel for Martha Farrell Erickson		\$ 485.00		AK Geo (Using BLM funds)
	Hotel & Per Diem for Martha Farrell Erickson		\$ 518.91		AK Geo (Using BLM funds)
	Travel for Bob Peat		\$ 1,164.00		NPS paying Bob's costs directly
	Hotel & Per Diem for Bob Peat		\$ 438.26		NPS paying Bob's costs directly
	<b>Total</b>	\$ 2,000.00	\$ 2,547.17	BLM (\$2500) & Registrations (\$700)	
<b>Facilities</b>	Facilities Fees	\$ 3,200.00	\$ 3,800.00	USFS	
	<b>Total</b>	\$ 3,200.00	\$ 3,800.00		
<b>Meeting Rooms</b>	Karukana (Kerik) Executive Boardroom	\$ 695.00			Paid
	Tubughonq (Tyrook) - Meeting Rooms 3, 4, 5	\$ 1,097.00			
	Kahna (Kerai) - Meeting Room 2	\$ 499.00		Anchorage Park Foundation	
	<b>Total</b>	\$ 2,291.00	\$ 1,242.50		
<b>Audio-Visual</b>	AV Equipment & Technician (Insg AV)	\$ 2,000.00	\$ 2,376.00	Registrations	
	Lasch (DC)		\$ 466.00		
	Alaska Team Meets	\$ 500.00	\$ 250.00	ADFG	AK Geo to pay with ADFG funds or registration fees
	<b>Total</b>	\$ 2,500.00	\$ 3,032.00		
<b>Catering</b>	Food for 100 participants + 25 extra for Lunch Day 2				
	Day 1 - December 10				
	AM Coffee/Tea (estimate 20 cups/gal; 2 cups/person)		\$ 349.00		10 Gallons - 7 coffee, 1 decaf, 2 tea 3 decaffino, 3 de decaffino, 3 de breakfast break, 5 de yogurt
	AM Breakfast		\$ 475.00		5 Gallons - 3 coffee, 1 decaf, 1 tea 1 decaffino, 1 de decaffino, 4 de decaffino, 1 gal coffee 1 gal breakfast
	AM Break		\$ 241.50		
	PM Break		\$ 543.00		
	Day 2 - December 11			Registration Fees	
	AM Coffee/Tea		\$ 345.00		10 Gallons - 7 coffee, 1 decaf, 2 tea 1 decaffino, 1 de decaffino, 1 de coffee tea, 3 de yogurt
	AM Breakfast		\$ 422.00		5 Gallons - 3 coffee, 1 decaf, 1 tea
	AM Break		\$ 172.50		How planned lunch (\$28.50 plate) for 125 people
	Lunch		\$ 3,562.50		
	Food & Beverage services	\$ 4,200.00	\$ 6,076.50		
	OPA's action required service charge/gratuity (non-vegetarian)	\$ 840.00	\$ 1,215.30		
	<b>Total</b>	\$ 5,040.00	\$ 7,591.80		
<b>Printing &amp; Mailing</b>	Logo Creation				In-kind by USFS
	1-page flyer layout/design				In-kind by USFS
	Speaker Business layout/design				In-kind by USFS
	Save The Date Card Production/Mailing				In-kind by USFS
	Program/Agenda Packet		\$ 74.80	USFS (\$1000) & BLM (\$200)	AK Geo with agency funds
	Name Tags & holders		\$ 194.03		AK Geo with agency funds
	Press packets				MWC as part of services
	Registration Website Fees		\$ 446.55	AK Geo	AK Geo with agency funds
	Ceremonial Pledge		\$ 180.00		USFS
	GMA Large panel display		\$ 567.00		USFS
	2 Posters logo/outputs		\$ 178.00		USFS
	<b>Total</b>	\$ 2,800.00	\$ 977.00		
<b>Facilities and Conference Materials</b>	Facilities/Office supplies (HP carts, stacks, etc)		\$ 771.76		AK Geo with agency funds??
	<b>Total</b>		\$ 771.76		
<b>Recognition/Gifts &amp; Awards</b>	Plaques/certificates, etc for recognition of key people			BLM (\$500)	Charley - USFWS paid??
	Gift basket/lunch in room for guest speakers				
	<b>Total</b>	\$ 300.00			
<b>Miscellaneous Conference Costs</b>	Mike Woods Substitute (2 days @ \$150/day)		\$ 300.00	ADFG	AK Geo to pay with ADFG funds
<b>Consultant Fees</b>	Event Planning/Coordination Consultant	\$ 9,500.00	\$ 9,060.00	NWTF (\$2000), Div of Health (\$3000), Registrations (\$1500)	
<b>Total Conference Expenses</b>	<b>Total of Conference Expenses</b>	\$ 37,821.00	\$ 34,748.25		
<b>INCOME</b>	<b>Direct or in-kind</b>				Charley added this info to the last updated budget in December
	NPS/USFWS		\$ 5,750.00		
	USDA/FS		\$ 4,500.00		
	<b>Partner funded through AK Geo</b>		\$ 10,250.00		
	NWTF		\$ 3,000.00		
	BLM		\$ 3,000.00		
	ADFG		\$ 3,000.00		
	Div of Health		\$ 4,300.00		
	<b>Total</b>		\$ 13,500.00		
	Registration fees		\$ 12,370.00		
	<b>Total Income</b>		\$ 35,920.00		

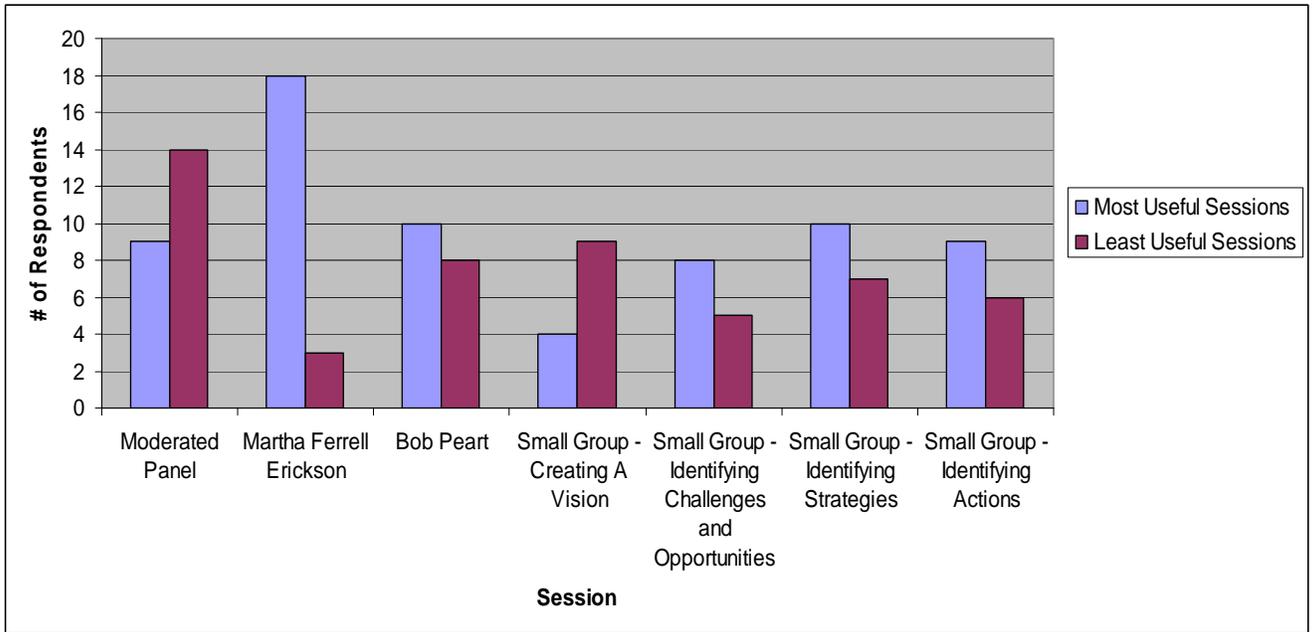
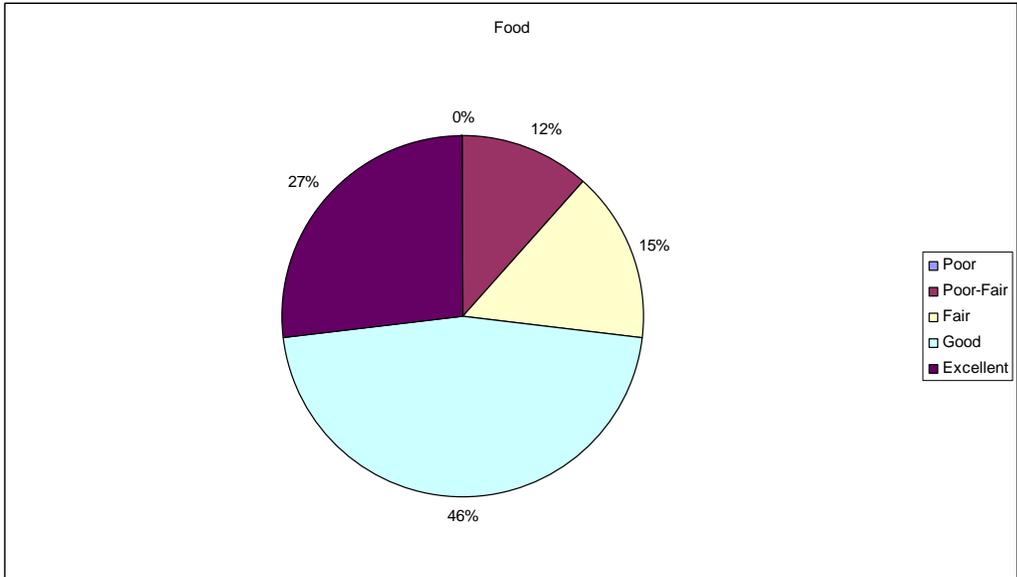
## Appendix I: Summit Evaluations + Debrief

### Summit Evaluations

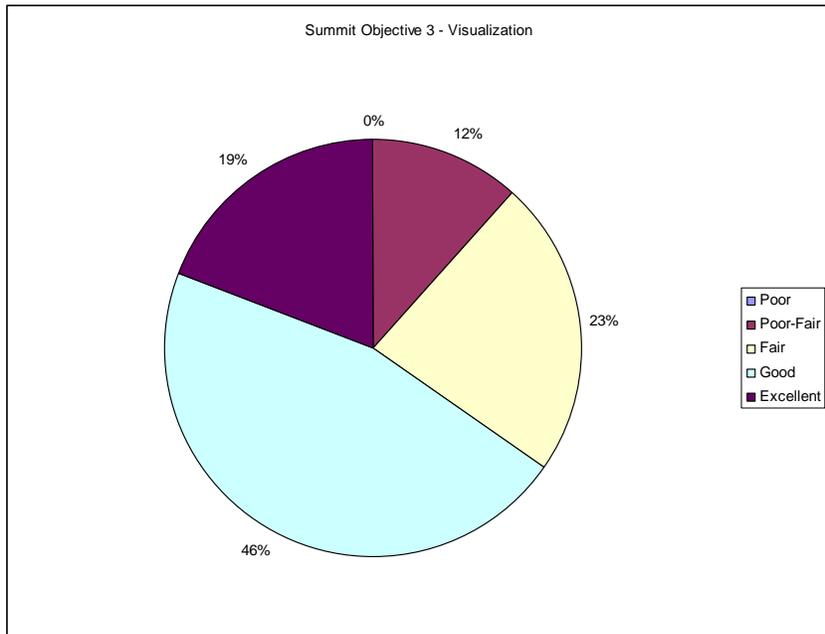
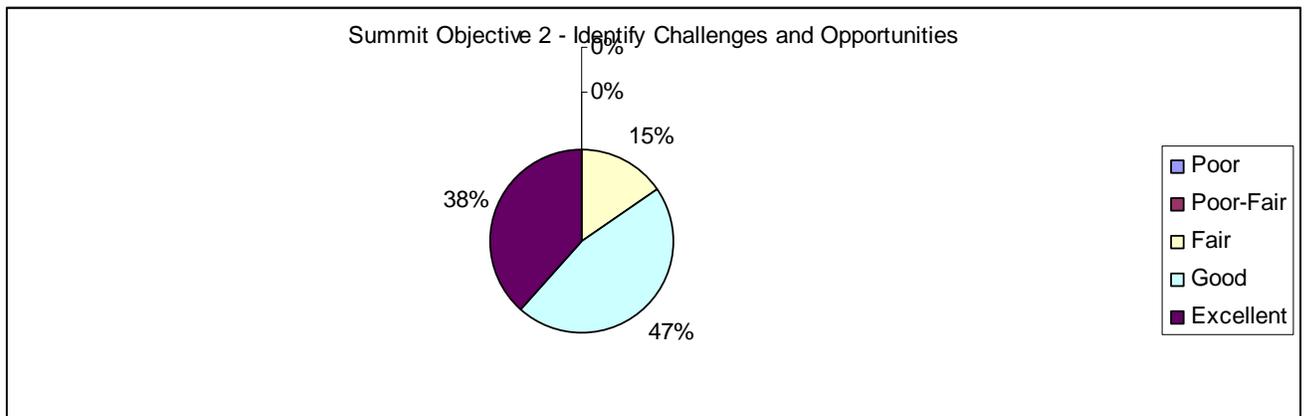
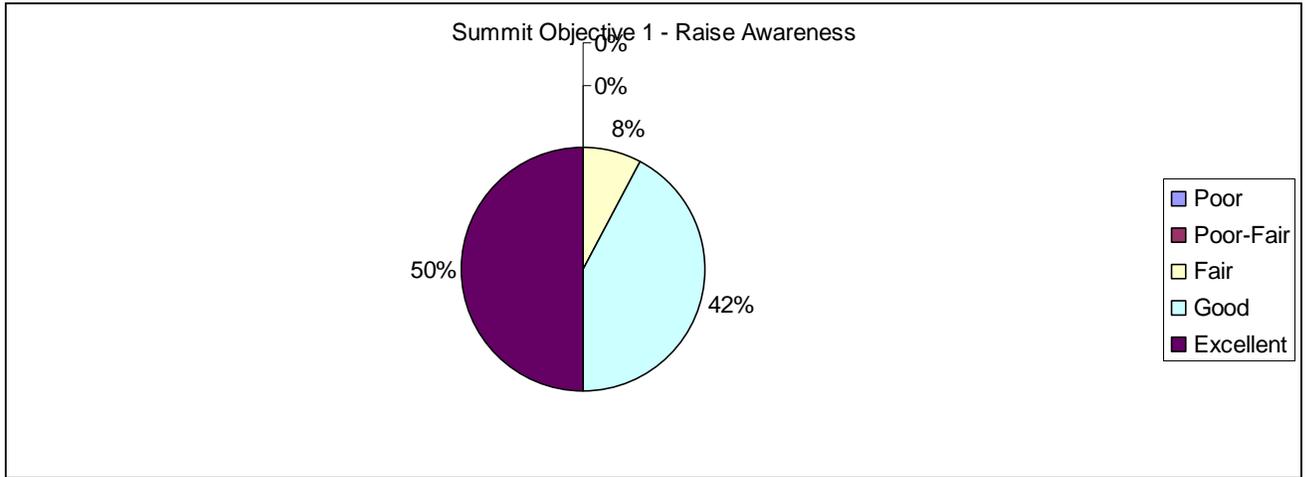
Immediately following the summit, evaluations were mailed electronically to all 132 participants - 27 responses to the evaluation were received. A summary of those responses are below:



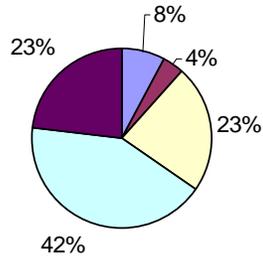




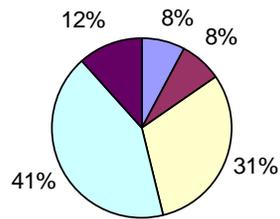
(Participants selected up to 3 sessions for each category – most useful or least useful)



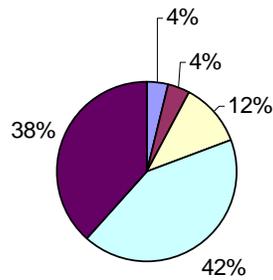
Summit Objective 4 - Strategy Development



Summit Objective 5 - Identification of Action Items



Summit Objective 6 - Networking



## ***Summit Debrief – What Worked + Things to Improve***

On December 19<sup>th</sup>, 2008, the Get Outdoors Anchorage! Working Summit steering committee met to debrief on summit activities. Detailed below is steering committee feedback and suggestions for future summits.

### Logistics

- Things that worked
  - Event planner was excellent
  - Name tags with animals/sports were great tools for dividing people into small groups
  - Right number of participants
- Things that we would have liked to change and/or add
  - Get information to participants sooner including better information on parking
  - Expand invite list to include
    - More health professionals
    - More child care providers
    - Faith-based organizations
    - Hunters/fisherman
    - Businesses
    - AK Native entities
    - Policymakers
    - Built environment

### Agenda + Facilitation

- Thing that worked
  - Agenda was excellent
  - Participants were energized
  - Keynotes were excellent
  - Facilitator kept participants on task
  - Having students there was key
  - Facilitator was excellent
  - Share fair was good and provided networking opportunities
  - The excitement and production of signing the constitution provided a lot of positive energy for the final after noon action planning session
- Things that we would have liked to change and/or add
  - Sometimes participants felt rushed by the agenda
  - Participants expressed desire to self select areas of interest for strategic planning work groups

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- Better definition of vision, goal, action items – perhaps send out something to participants before summit to give “sneak peek” of summit expectations and proposed activities
- More networking
- Confusion as to where end results and information would go
- Panel was challenging
  - Too many panel members that needed clearer direction and better moderation
  - Pre-meeting to talk with participants to discuss summit goals/expectations could have improved presentations and better dialoguing with participants

### Facility

- Things that worked
  - Nice, luxurious
  - Food was great
  - Nice to have troubleshooter on board for IT questions
- Things that we would have liked to change and/or add
  - better easels Anchorage



GOA Working Summit organizers

## **Appendix J: Acronyms**

**ABG** –Alaska Botanical Garden  
**ADF&G** – Alaska Department of Fish & Game  
**APU** – Alaska Pacific University  
**ARR** – Alaska Railroad  
**ASD** – Anchorage School District  
**ATPPL** - Alternative Transportation in Parks and Public Lands  
**AYEA** – Alaska Youth for Environmental Action  
**DHHS** – Department of Health and Human Services  
**GLT** – Great Land Trust  
**GOA** – Get Outdoors Anchorage  
**GOAC** – Get Outdoors Anchorage Committee  
**INPCA** - Interpretive Naturalist Program Certification for Alaska  
**ISER** - Institute of Social and Economic Research  
**KCC** – King Career Center  
**Muni** – Municipality of Anchorage  
**NGO** – Non-governmental Organization  
**NPS** – National Park Service  
**UAA** – University of Alaska, Anchorage  
**UAF** – University of Alaska, Fairbanks  
**USFS** – US Forest Service  
**YAG** – Youth Advisory Group  
**YEP** – Youth Employment in Parks