



Earth & Spirit Council

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July 31, 2001

Metro Regional Parks and Greenspaces
Attn: Deb Scrivins
600 NE Grand Avenue
Portland, Oregon 97232-2736

Dear Deb,

Thank you again for the Greenspaces Environmental Education Fund Grant of \$8,000. We very much appreciated your support for the *Procession of the Species Education Program* of the Earth & Spirit Council for this past year. As you can see from the Final Report enclosed below, the project was a success.

If you require additional detail on any of the categories within the report, please let us know. Thank you again.

Sincerely,

Mick Weltman, Executive Director
Earth & Spirit Council

enclosure

Final Report

Procession of the Species Education Program-Earth & Spirit Council

for the

Metro Regional Parks and Greenspaces Education Grant

July 31, 2001

The five goals of the Earth & Spirit Council's *Procession of the Species Education Program* submitted to the Metro Regional Parks and Greenspaces were to:

- I. Develop an innovative curriculum linking the arts with environmental education
- II. Deepen the learning of environmental studies through the creative process
- III. Connect students with the larger community through the Procession of the Species
- IV. Provide mentoring of students by professional artists and environmental educators
- V. Encourage teachers to link Procession project to studies of watersheds and other greenspaces that have a field component

PROGRESS

1. The goal for the 2001 Procession of Species (POS) Education Program was to involve 18 schools, 800 students in 25 classrooms, 20 artists and to have at least 15 classes present displays demonstrating a link between their arts projects and environmental and science education. Also, 15 classes were targeted to relate their curriculum to an urban natural area, restoration site, or to their school grounds.

We surpassed these targets, in some cases substantially. The final numbers were 21 schools, 40 teachers, over 1,200 students in over 40 classrooms with 22 professional artist mentors involved. Also, at least 15 classes participated in a field component linked to their curriculum.

2. We expanded our volunteer base and hours in the classroom significantly, realizing our goal of bringing community into the classroom. Thirty-three community members volunteered in the classrooms, representing hundreds of volunteer hours.

3. In addition to our Arts Resource Guide, we are developing an Environmental Resource Guide. It will include resources for teachers to incorporate a field component to their environmental science curriculum as well as provide resources for visual arts, writing and other teachers to use to support their environmental science/arts project for the Procession. This will be available for the Procession Education Program in 2002.

4. In keeping with the POS guiding principles of diversity and inclusivity, we developed a strategy to reach out to schools in culturally diverse neighborhoods to increase their participation in the Education Program and will continue to encourage building a cultural

component into the art projects. This will be accomplished by using demographic information from the City of Portland Office of Neighborhood Involvement and by finding volunteers within Neighborhood Associations to help attract culturally diverse groups.

We worked with SUN School (Schools Uniting Neighborhoods) coordinators and plan to increase the number of SUN School participants for the 2002 POS.

5. We increased our Partnerships in the community, including some exceptional ones:

- The Multnomah County Library created a web-bibliography and bibliography to aid students in learning about Earth Day, endangered and other species, and other environmental science subjects. This will be expanded next year, as well as including them in our Natural Resource Guide to put that information and a list of Oregon threatened and endangered species on our web page.
- School and Community Reuse Action Project (SCRAP) was a vital partner in providing art materials to school and community art workshops.
- The Columbia River Inter-Tribal Fish Commission (CRITFC) printed our Logistics and Registration forms which went out to each student involved.
- We began a discussion with the Education Coordinator at Tryon Creek State Park about a partnership. Tryon Creek State Park will be an important addition as a place for students to come for their field component. We are looking to partner with SOLV in a similar fashion and will continue to seek out sources to link with the Education Program in this way.

CHALLENGES

1. Keeping pace with the growth of the Education Program.

There is a need for a quarter-time position in addition to the Education Coordinator to fulfill the following program needs:

- Provide resources and support to teachers for a field component linked to their curriculum
- Present to individual classrooms about the significance of the Procession as related to species and their habitat, and Earth Day itself.
- Provide art materials logistics support
- Document environmental science/art project curriculum for replication
- Support teachers and students to create a class poster board display depicting the link between their art project, field component and their science curriculum

These responsibilities arise during the three months prior to the POS and pose a daunting task for one person to do well.

2. The Weather.

Connecting students with the larger community through the Procession of the Species is one of our program goals. Teachers have consistently said it is an important component of students' learning experience, sense of accomplishment and community recognition.

However, due to the unpredictability of the weather in April, we are considering moving the POS to May. Some teacher evaluation questions focus on the feasibility and desirability of this change. Should we move it to May, we will continue to link it to its proximity to Earth Day and emphasize the continuing importance of earth-conscious living throughout the year.

3. Developing innovative curriculum linking the arts with environmental education.

The challenge is to create a curriculum that is flexible and can be applied by teachers of science and other core subjects.

We are researching grants and donations to fund an artist(s) to create such a curriculum. One advantage is that artists will not have to develop a new idea each time but can apply this curriculum creatively to plants and animal species and to natural systems learning, adding a unique expression. This curriculum will guide the process of linking art and environmental science to other subjects as well.

We plan to include more students in the creative learning process. Those students who are not studying science can still apply their learning to the POS arts curriculum. We are also exploring extending the POS Education Program through the entire school year rather than applying it to the three months prior to the Procession. The need for art in the curriculum is great, especially in middle schools, and this unique arts/environmental studies curriculum will reinforce the value of protecting our natural resources while offering creative learning experiences throughout the school year.

4. Getting students to the POS parade.

We are still grappling with transportation. Schools are increasingly willing to budget for the cost of a bus to take students to the Procession. However, we will need additional funds to support those schools whose budgets fall short. We also see a need for adult volunteers to accompany and supervise students, as the POS is on a Saturday. We will be looking into big sister and brother programs in addition to support from volunteer organizations as well as more parental involvement.

Next Steps

Based upon the feedback we receive from teacher and artist valuation forms, the Education Program will be enhanced for 2002. The POS Education Committee will meet this summer to work on some of our proposed projects.

The Earth & Spirit Council Board of Directors has unanimously expressed their support of this program and have developed a plan and budget for next year. Our new Executive Director, Mick Weltman, has already written grants to foundations, the government, and along with the board, to invite private donations to support our Education Program goals.

We are committed to continuing and improving upon this program which we believe meets some very compelling needs in our schools, society and environment.

Procession of the Species Educational Program, 2001 Active Schools

Abernathy Elementary Brian Goff Kindergarten (Jessica Osborne). and parent volunteers will build paper mache animal masks and create reptile puppets to carry on sticks in the Procession, Zach Post, 5th grade class w/31 students, 10-12 year olds studying food cycles and waste issues, create farm animals, cows, chickens, geese, ducks, goats, pigs, sheep and vegetables.

Binnesmead Middle 916-5700 Gerilyn Nichols), Thea Tarbet, Dana Newsom, Thea's student teacher, Gail Brown, Nancy Gilbert, Joe Walker, John Howard, Barbara Jackson, Kerby Gault, library media specialist, Cathy Shaddix, (250 students will participate) – they have Ping Khaw-Sutherland, of Media Rites artists.

Buckman Middle 916-6230, Lynn Vandercamp, Ginny Peckinpaugh, Regina Pirruccello: music/choir instructor, Janice Avidon, Beth Rohloff, Carol Bergson and their 28 students are getting involved. Michael Simmons: Art teacher. He is working w/ Ginny Peckinpaugh to make species masks, animal track t-shirts and percussion instruments for 22-28 kids. call him back for more info. Diane Meisenhelter, Buckman SUN School Coordinator.

The Catlin Gable School Lower School Science Teacher: Larry Hurst (Maranee Sanders) About 12 students from the 6, 7 and 8th grades will create masks from invertebrates and vertebrates that live in the ocean.

Environmental Middle 916-6490, Americorp Vol: Alison Horner. Jill Howdyshell, Sarah Taylor, Principal, Ginny at desk will give messages.
Team 1: Mia Meyer(artist & teacher), Karen Shay, Tara Brannham with 28 students total. They will make endangered butterflies on polls. Indigo(art teacher) (Nora Stern), moph@aol.com, did puppetry in Seattle Solstice parade)
Team 2: Deborah Nass, hm: 286-1240, Matt Karlson each w/ 28 students
Team 2 studying International Forest. Artist Sierra Bird & Harry King will help in April.

French American, Ann Marie Macaulay, parent-Explorers Club Molly Hamill, science teacher, Artist: Victoria Ashton

Friendly House, Rachel Huffine, animals from cardboard and put on sticks for students to decorate.

George Middle, Heather Stevens, (Steve Engel). Students studying wetlands and forest carnivores. Need paint and stencils. Ann Mesch.

Gregory Heights Middle, Jere Fittermam (4 Classes of 28 each), (John Krotchko) Beth Straub (4 Classes of 28 each) (John Krotchko). These teachers are working with the Drama teacher, Stacy Ann to create masks for two or three myths from different parts of the world. There are 28 languages spoken at Gregory Heights and as many cultures represented.

Hollywood Elementary School, Suzanna Lindeman. 1 class/24 studying insects, 1st & 2nd grade (Maya Jones).

Irvington Elementary, Jennifer Thelen, 4th Grade, all subjects (Corraun Bourne). They will make endangered species masks and costumes.

Kelly Elementary, Chris Watson. Nicko Manusos, Trillium Artisans,) 5th grade class making wetland species masks and puppets. 18 students.

Knight Elementary School, Canby, Mona Nicholson, Sara Minson, Kelly Morris, will do Japanese fish painting on t-shirts with acrylic paint.

Meadow Park Middle, (Bvtn), Ann Johnson, 6th grade science teacher. (Patrick Gracewood). Carol Tannenbaum and her 3 classes (90 students), 7th grade science teacher. They studied whole animal kingdom from sponges-vertebrates.

New Day School, Jarmila Darby. Two parents may be interested in working with her class: Ann Canter, and Berit Mousen-Keene. They are 10, 5 & 6 years olds. They will create flowers and insects.

Northeast Community Child Development Center Liz Vic (Kate Towers)

Ockley Green Middle, Kristen Olbrys (Tim Giugni), Large animals from cardboard and paper mache.

Open Middle School, Jennifer Rudnicki, 7620 North Emerald, Portland, OR 97217, Americorp Volunteer Afterschool activity, Art teacher Tab Waterman, 14 students will create masks and puppets of winged insects and sea creatures. This Afterschool Group will take a field trip to SCRAP to pick out their materials.

Riverdale School, 503-636-4511, science teacher Dietrich Nebert, and Art teacher Shannon McBride. Teresa Delaney, Community School Program Coordinator wants to get them involved. They are already making masks for Earth Day in the Procession. There are 40, 5th grade students and 42, 6th grade students that want to participate.

Rosemont Ridge Middle (West Linn) Laura Jean McFadden, drama, Pam Busch, Wendy Dauenhauer, Science Teachers, (Milo Postalwaite)

Title 9 in Portland, Norrine Smokey-Smith, Project Director
Heidi Helgemo, K-5, Willow Houston, Middle, Barbara Soule, High School

Samples of a field component linked art and environmental science in the Procession of the Species Education Program

New Day School

The kindergarteners have learned that every species is important to the web of life. Through our new-humanistic curriculum, we experienced, enjoyed and discussed many wonders of nature. And we learned that it's up to us to care for our beautiful planet. They studied insects in their school yard.

Gregory Heights Middle

We will study bioms from around the world. Our masks are of animals from these bioms. These masks will be worn in plays about myths from cultures in these bioms. We also studied native plants and planted them around our school.

Environmental Middle School

EMS has an integrated environmental science curriculum that Cycles through three years. Forest, rivers and mountains. This year we studied Pacific Northwest Forest ecology, history of forest management, ethnobotony, tropical rainforests of the world and endangered species. We took field trips to thee different forests, and w assembled bird houses to attract wildlife to the school yard.

George Middle School

They studied wetlands at the OR Humane Society where they found a resident beaver. They plantd western red cedar and black cottonwood. They did a lynx tracking project. They went tracking in Mt. Hood forests and helped US Forest Service and Cascadia Wild find out if any linx exist in the Mt. Hood National Forest. They found tracks of the animals that lynx prey upon, horseshoe hare and douglas squirrel, but no lynx tracks.

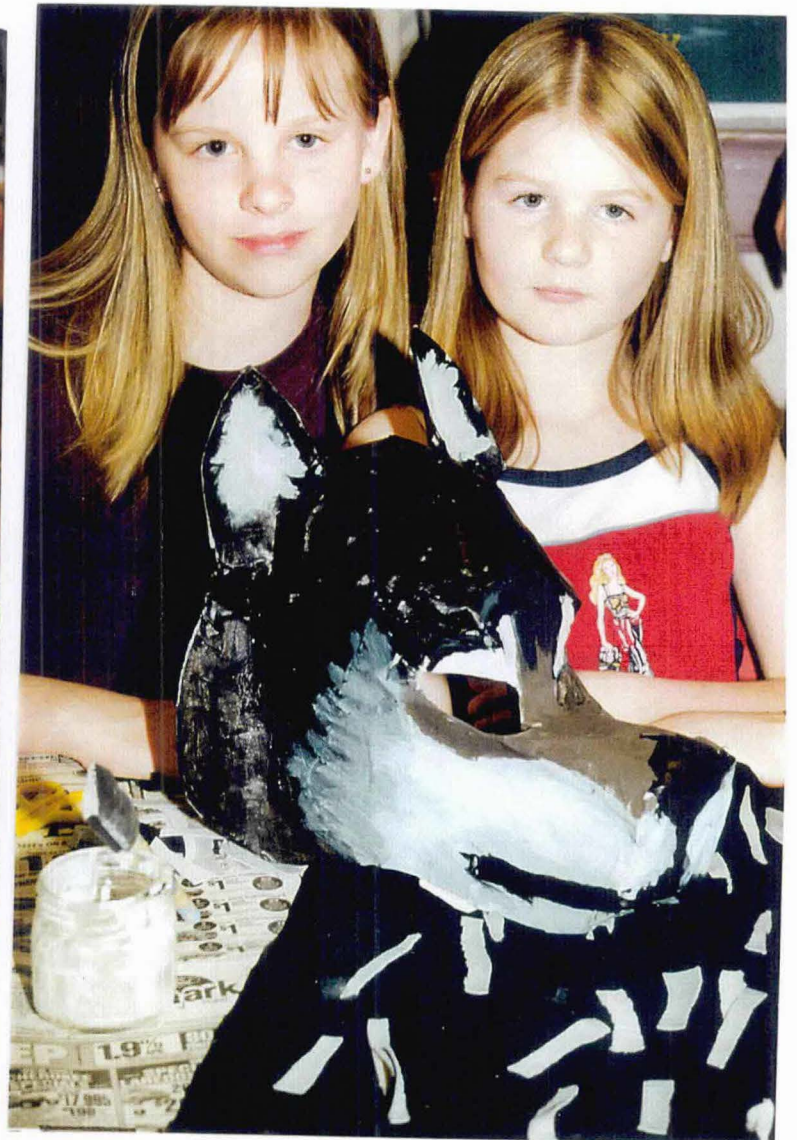


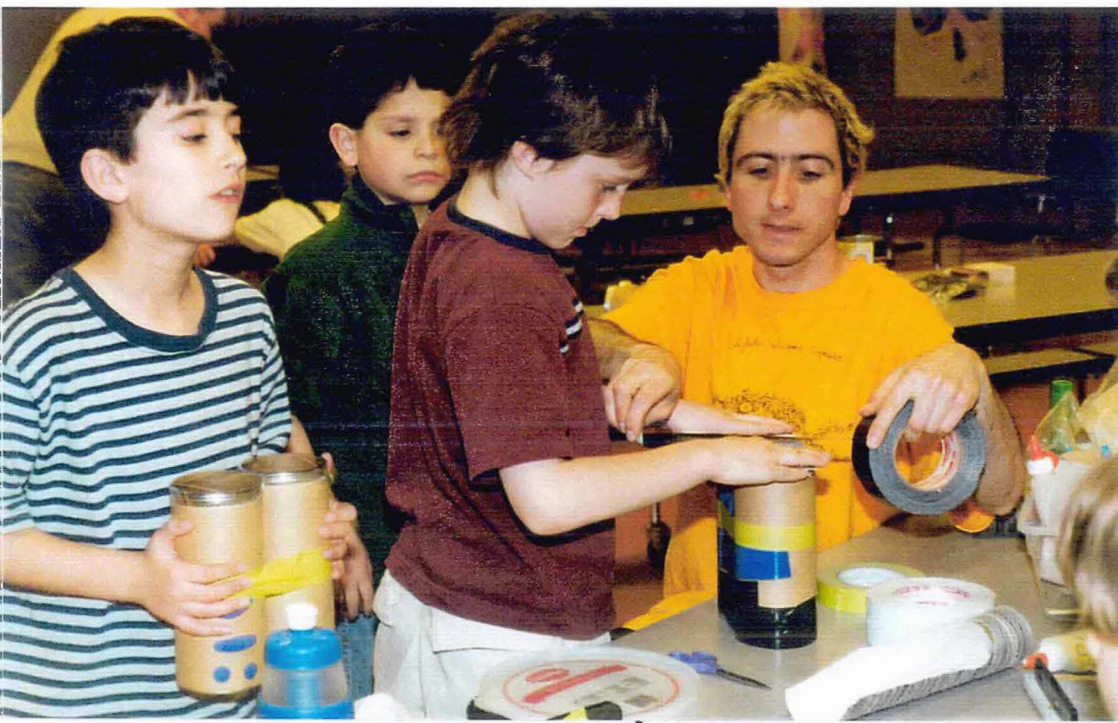
Gregory
Heights
Middle
School





Gregory
Heights
Middle
School





Buckman Middle School



French-American
School at the
Audubon Society





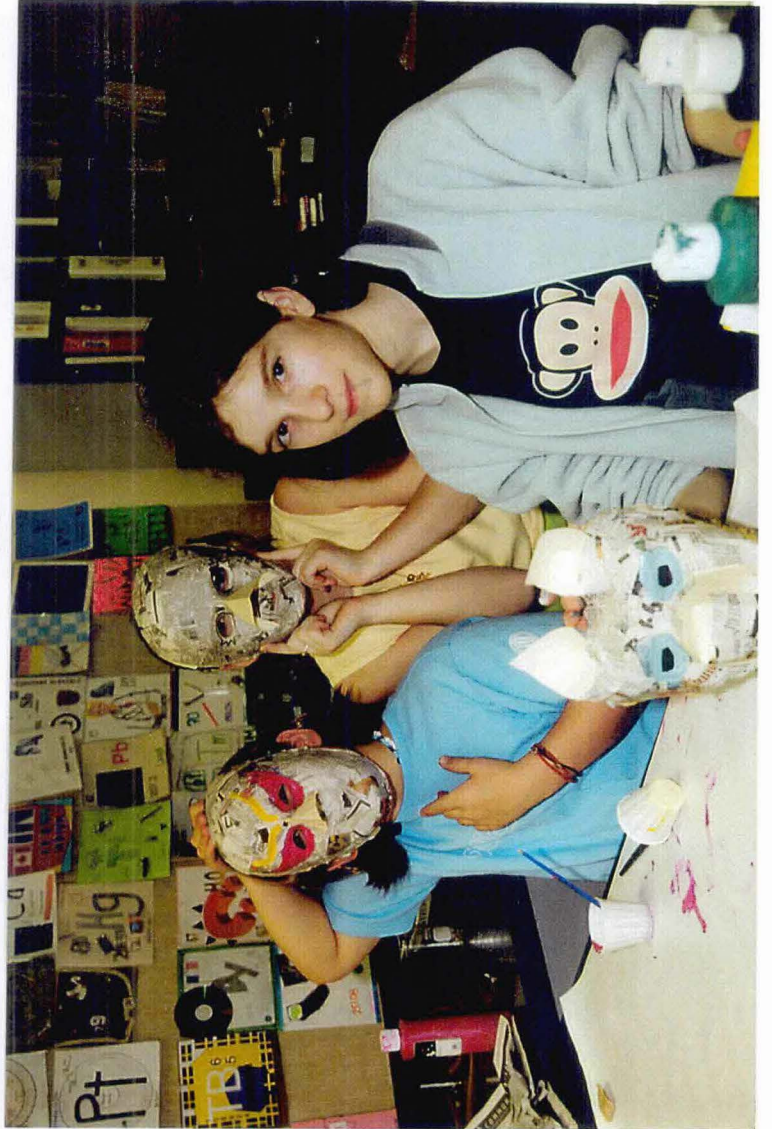
Abernathy
Elementary
School



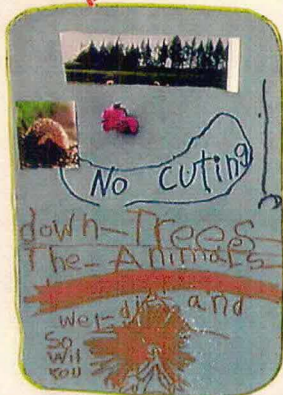


Meadow Park
Middle School
Beaverton

The Catlin
Gable School



New Day School



The Kindergarteners have learned that every creature and every species is important to the web of life. Through our Neo-Humanistic curriculum we experienced, enjoyed and discovered many wonders of nature. And we learned that its up to us to care for our beautiful planet.



Families worked together to create costumes for the Procession of the Species.





MEDIA CENTER

THANK YOU TO ALL THE MEMBERS OF THE MEDIA COUNCIL

Environmental Studies

The Climate

By: [Name]

YEAR OF THE FOREST

OUR BIRDS ARE INTEGRATED INTO OUR CURRICULUM. WE HAVE BEEN TEACHING ABOUT BIRDS SINCE WE STARTED. WE HAVE BEEN TEACHING ABOUT BIRDS SINCE WE STARTED.

Cheetah

MISSION STATEMENT

The Environmental Middle School is a community of students, educators, parents, and neighbors, working together to create a safe, nurturing, and educationally excellent learning environment for young people. We are a small, multi-cultural urban public middle school serving students from all of Portland's diverse neighborhoods. We are actively seeking and creating a balance, exploring the ways of our times, developing environments, students develop academic, leadership, and skills while demonstrating personal and social responsibility for all living things.

Environmental Middle School

THREE POTTS GARDEN

THREE POTTS GARDEN



Da Y School
Kindergartners have learned that every creature and every species is important to the web of life. Through our Neo Humanistic curriculum we experienced and discovered many wonders of nature. And we learned that its up to us to care for our beautiful planet.

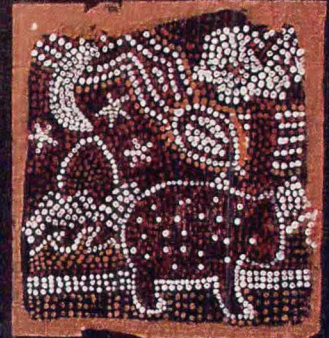
Explorers Club! Is in the procession of the species

Look at us and you'll know!

Things the Explorers Club Does!!!

Animal
Bird Study
Wilderness Survival
Shelter Construction
Rock Climbing
Plant Study

CREATED BY
ALEX CLAES
AND ASHTON
MACAULAY



WET LANDS

at The Oregon

Humane Society



Chavez Ed working.



Love! Love about a shovel!



Digging it



Remember that I cannot? And thank! It is possible to have the best of both worlds. They are called! They are!



We planted 1000 trees for their back.



Love! Love!



We also received help. Aftercorps, an agency from a school who does environmental work, helps us all. These folks were great. But wait, where's the help? It's from the US Dept of Portland's Bureau of Environmental Services!

Wetland Restoration is for Everyone!

Easy as 1, 2, 3.

1. Find a place you'd love to know better that needs your help.



The help

2. Find someone to help you get what you need.

3. Get to it!



Loving Community



a. Gear Gathering

Get a shovel and bucket or spade, shovel, or trowel. Shovel and bucket and get it done!

b. Diggin' it



There's a reason why we're not in a better place.

c. Great Gobs of Guards



Tree

Shovels, plants and grubby clothes



Work Community, Always!