I. Making the connections
   A. Get educated – from conferences to college courses to Masters degree
      a. University of Wisconsin-Stevens Point for online courses to summer program in EE
      b. NEEF grants for funding
      c. University of Wisconsin Arboretum Earth Partnership Program – Prairies at schools
      d. Project Wet, Wild, Fly, Learning Tree, LEAF, etc.
   
   B. Assess your school grounds and community for potential projects for organic gardens, rain
gardens, native gardens, citizen monitoring (stream, salamander, purple loosestrife beetle rearing,
birds at feeders, butterflies, invasive species, etc.)
   
   C. Make contact with potential speakers or professionals who could help you with a project.
      a. Professors, parents, former students, city or county officials, state DNR, USFWS, Friends
groups, other NGO ie: Sierra Club, Audubon, The Nature Conservancy, etc

II. Go outside
   A. Time frame
      a. Single lesson during a class period
      b. Half day or full day field trip
      c. Extended field trip with overnight(s) stay
      d. National or international travel during spring break or summer
      e. Have students perform community service for credit or extra credit.
   
   B. Possibilities
      a. Collect money to support class period trips to local areas. Meet professional there to talk
about the issue. (Stormwater management, watershed tour, rain garden, urban development,
LEEDS certified building, grocery store to look at packaging, etc)
      b. Overnight trips give the students a sense of camaraderie with the class and teacher. Nature
centers and University field stations are excellent choices for this activity.
      c. Take a tour with an established tour group such as Explorica, EF tours, or Save the Rainforest.
I have gone to Costa Rica with students over spring break and taken students wilderness
backpacking in Colorado during summer.
      d. Get independent study opportunities for students by partnering with local scientists. Some
examples I have done:
         • Students have worked one day every two weeks at the International Crane Foundation with
staff scientists in crane conservation.
         • Written and produced 30 second environmental commercials to be shown on school
announcements.
         • A research study with porcupines at Sandhill Wildlife Area with staff biologist meeting twice
monthly to conduct field research.
         • A study of Devils Lake with limnologist Dick Lathrop twice monthly in summer.
         • A study of the impacts of development on Brewery Creek with County Soil Conservation.
- Ecological restoration at Goose Pond Sanctuary; how to maintain prairies
- Geology, biology, botany, and climate science of Crested Butte, CO on backpacking trip.

III. Get publicity
   A. Take pictures and write an article for your local newspaper. The more the students are recognized for their conservation work, the more your program will get noticed and that will lead to more opportunities.
   B. The more your program is recognized, the better the chance to get local awards which will lead to more recognition and connections.
   C. Get the students to write articles for the local newspaper. Send out notices to the PTA, administration, and board of education when an article is due to be published.
   D. Hold community events such as an Organic Dinner hosted by your Ecology Club, Take Your Mom Stream Monitoring held on Mother’s Day, Earth Day celebrations, etc. Get the press there.
   E. Get the students involved in citizen monitoring.
   F. Keep parents informed by writing articles for parent newsletter.
   G. When you and your students gain positive recognition, your principal looks good and will be more supportive.

IV. Connections take time so begin soon and have fun. Good luck!