Critical Questions for Program Design during COVID-19
February 25, 2021
Link to the recording: https://youtu.be/GNVAKw10oZE
eePRO post: https://naaee.org/eepro/learning/webinars/critical-questions-program-design-during

Speaker: Rena Payan, Youth Outside

Highlights of the chat transcript:

Welcome!

- Estrella Risinger: Estrella Risinger (California's Association for Environmental & Outdoor Education), joining from Oakland, CA, home of the Chochenyo speaking language group of the Ohlone
- Ryley Oliver: Hello all! Ryley here (she/her). Living in the Twin Cities currently but am working remotely as an environmental education assistant for the New York Dept. of Environmental Conservation.
- Mel Hoffman: Mel, Adventure Risk Challenge, calling from Phoenix, AZ
- Julieta Delos Santos: Hey everyone :) Julieta from sunny Edmonton, Canada. Research Analyst at Alberta Ministry of Education
- Katie Vega: Katie Vega tuning in from Denver. CO (Ute, Arapahoe, and Cheyenne land). Program Director with Cottonwood Institute.
- Kari Ann Elling: Tacoma, WA, Pierce County Planning and Public Works-Environmental Educator
- Suzie Fortner: Suzie, Friends of the Dunes in Humboldt County, CA (Sorry sent to just panelist earlier)
- Kari Ann Elling: Puyallup Tribe
- Cass Pastorelle: Ancestral land of the Nipmuc Nation
- Brittany Sabol: Raymatush Ohlone People
- Rachel Osias: Rachel, listening in from Duwamish land
- Stephen McCloskey: Wompanoag
- Hope Kaliski: Sauk-Suiattle & Stillaguamish lands
- Laurie Harmon: I appreciate the way you shared this. I am currently on the land of the Ho-Chunk people.
• Grant Armour: Calling in from the lands of the Dakota People.
• Jimena Cuenca: Hi everyone! I'm Jimena, living and working on Dena’ina land.
• Christine Walkey: Cherokee lands
• Celeste Royer: Tuning in from the CA Central Coast, ancestral lands of the Salinan and Chumash people
• Seth Winkelhake: on the land of the Tualatin Kalapuya
• Judy Braus (she, her): The Powhatan, the Monacan, and the Cherokee
• Jasmine Williams: Ancestral land of the Coast Salish People
• Sheila Wilson: Listening from Nisqually and Squaxin land
• Suzie Fortner: Wiyot Land, adjacent to Wigi (Humboldt Bay)
• Jenn Page: Jenn Page (she/her) Wabanaki/Penobscot
• Joseph Walewski: Grand Portage Ojibwe
• Abby Moore: Participating from the land of the Dakota people
• Beth Kochevar: Here in Idaho on Nimiipuu and Shoshone Bannock Land
• Sarah Waters: Anishinabek land
• Grace Baucom: Eno & Lumbee land
• Becky Yaeger: Becky Yaeger, Conservation Education Specialist for Discover Your Forest. I'm in Central Oregon, the ancestral lands of the Warm Springs, Wasco, and Northern Paiute
• Susan Cox: Abenaki Penacook (Seacoast NH)
• Emily Volz: Emily Volz Port Angeles, WA living and working on the Klallam land
• Ryley Oliver: Calling in from the lands of the Dakota people!
• Carol Raymond: Land of the Abenaki People
• Jessica Griglak: Lenni Lenape
• Stephanie Hummel: on the land of the Salish, Kootenai, and Qalispe people
• Melissa Schneider: home land of the Wahpekute (Dakota)
• Katrina Broughman: Lexington VA. I'm not sure the name of the land but I'll find out.
• Mel Hoffman: home land of the hohokam people and others
• Catherine Estes: Tauxenents and Nacotchтанks
• David Kline: David from Stroud Water Research Center in Chester County PA (land of the Lenni-Lenape) where the snow is melting, but at least we had some snow this year!
• Natalie Frendberg: Calling in From the Ais Homeland (pre-Spanish colonization) and Seminole (post-Spanish colonization)
• Jimena Cuenca: That's okay, we're excited for your presentation!!
• Dana Goin: A VERY relatable interruption
• Natalie Frendberg: no worries!
• Laurie Harmon: It's adorable and real :-)
• T'Noya Thompson: No worries at all!
• Ryley Oliver: My dog can hear your dog barking and is very interested and is now also barking :-)
• Anne Umali, (she/her), NAAEE Staff: Rising Leaders Fellowship - for more info check out: https://youthoutside.org/programs/rising-leaders-fellowship-1/
• Kasey Dolin: Outdoor educators know how to roll through the unexpected with grace and compassion!!!
• Judy Braus (she, her): Such important questions and making sure to give young people the chance to process what is happening in the world!
• Judy Braus (she, her): Please feel free to add your questions in the chat for Rena. You can also add any of your experiences, as well.
• Kasey Dolin: From www.aafa.org: "African-American children have the highest prevalence of asthma in the US....African-Americans are three times more likely to die from asthma than any other group."
• Katie Vega: Does anyone know of trainings/resources that focus on trauma-informed education practices?
• Stephen McCloskey: in designing curriculum, what are the most important features to include/exclude to be inclusive?
• Julieta Delos Santos: Hey Katie, this is what we do in Alberta, https://www.alberta.ca/trauma-informed-practice.aspx (I put it to everyone in case it can be of use to anyone else)
• Katie Vega: Thank you!
• Emily Baxter: re: trauma informed care, I have learned through leadnow.org
• Chelsea Heffernan: You for Youth (the U.S. Dept. of Education's free professional development resource for 21st CCLC/after school programs) provides a "Click & Go" on trauma-informed care! It includes a mini-lesson, podcasts, tools, external resources and FAQs. https://y4y.ed.gov/y4yclickandgo/trauma-informed-care/2847
• David Kline: Kasey - Are African-Americans more prone to asthma issues, or are they more exposed to poor air quality? There is a great curricula that I
• learned about recently that includes lessons on air quality and inequality. You can check it out here: https://www.ontheair.cleanairpartners.net/
• Jaclynn Swope: Thanks Rena, that is a very enlightening answer to my question!
• Celeste Royer: Engaging adults is critical for student success in many communities. What strategies have you found to be effective to connect with parents, grandparents, guardians, etc.?
• Judy Braus (she, her): All the guideline PDFs are free to download. Here's the link to our website. https://naaee.org/eepro/publication/guidelines-excellence-series-set
• Estrella Risinger: Thanks for this, Rena and NAAEE. Really powerful conversation. I especially appreciated the critical questions you posed for programming during COVID. Rena, would you be comfortable with us using that slide with our teams/within our networks to promote more of these important conversations? With full credit to YO of course.
• Judy Braus (she, her): Consistency!!!
• Katie Vega: Mhm!
• Kasey Dolin: Yes Rena!
• Catherine Estes: Thank you, Rena (and coordinators of presentation)--helpful things to think about for working with my students! I appreciate the trauma informed response resources from others as well.
• Kasey Dolin: All of this!!!!
• Dana Goin: Thank you for this conversation!
• Natalie Frendberg: This was so awesome and helpful- Thanks so much!
• Beth Kochevar: Thank you!
• Jimena Cuenca: *finger snaps* Thank you for sharing your knowledge and grace, Rena!
• Jessica Griglak: Thank you so much. The key questions at the beginning were so eye opening!
• Emily Volz: Thank you!
• Celeste Royer: Rena, the critical questions were great. It helps us all think about our work with students.
• Sarah Waters: Thank you Rena and NAAEE, this was very informative and helpful.
• Julieta Delos Santos: A kind thanks :)
• Grant Armour: Thank you, Rena!
• Chelsea Heffernan: Thank you!
• Tatiana Castro: Thank you all!
• Katie Vega: Thank you Rena
• Rena (She/her/s): Thank you all so much for your thoughtful engagement!
• Cass Pastorelle: Thank you, Rena! Second time in a workshop with you and look forward to future ones :)
• Judy Braus (she, her): Thanks, Rena, Rachel, Rachel, and Anne!!!!
• Laurie Harmon: Thank you Rena - this really helped me rethink privilege and how I can do better - very provoking, thoughtful, and useful.
• Grace Baucom: Thanks everyone! This was great!
• Arielle Conway: Thanks!
• Mel Hoffman: thank you!
• David Kline: Thank you!
• Estrella Risinger: Thanks! This was terrific!