Climate is an Environmental Justice Issue Monthly Planning Guide for LINKS Chapters

April 2023

Overview

Monthly Theme	Environmental Awareness Days	Cultural and Identity Awareness Days
Relationship with the Land	Environmental Education Week (18-22) | Eco-Careers Conference (6 and 7) | Earth Day (22) | Arbor Day (29)	Environmental Education Week (18-22) | Eco-Careers Conference (6 and 7) | Earth Day (22) | Arbor Day (29)

Elementary	1. Activity 1: Sit Spots and Nature Journals 2. Activity 2: City Nature Challenge 3. Activity 3: Clean Earth Challenge 4. Activity 4: Explore your relationship to Nature through Art, Video, or Storytelling
Middle and High School	1. Activity 1: Understanding Cultural Relationships to the Land 2. Activity 2: Sit Spots and Nature Journals 3. Activity 3: City Nature Challenge 4. Activity 4: Clean Earth Challenge 5. Activity 5: Explore your relationship to Nature through Art, Video, or Storytelling

Mentoring Moment Suggestions

seek out passionate volunteers, activists, elders, and Indigenous members of the community, consider accessing the expertise of gardeners, naturalists, ecologists, park managers, landscape architects/designers, foresters, soil scientists, geologists, environmental educators, artists, poets, writers, or storytellers

Relationship with the Land

ELEMENTARY SCHOOL ACTIVITIES

SUMMARY

During these activities, students will explore their relationship to nature and land via sit spots, journaling, or community science. They will also learn about how they can protect the land and waters in their community and participate in the **Clean Earth Challenge**. Finally, they will creatively examine their relationship with nature by creating art.

MATERIALS

- Internet connection and computer or tablets
- Sit Spots Lesson [Teton Science Schools] (also attached)
- Ranger Rick Nature Notebook Pages
- NWF Blog: Pick Up a Pencil and Connect with Nature
- Website: City Nature Challenge
- Webinar/Info Session: Clean Earth Challenge

BACKGROUND

Earth is an exceptional place. It's our home. Home to diverse people and cultures, plants and animals, and deserves to be celebrated every day of the year.

April is **Earth Month** and you'll likely find many opportunities for local environmental stewardship, tree plantings, and actions you can take to make a difference for the planet's health. Browse the Eco-Schools website to find simple actions you can take for the planet. **https://www.nwf.org/Eco-Schools-USA/Resources/Activities/Environment**

The activities below offer additional opportunities to strengthen youth's connections to the Earth.

WHAT TO DO

Activity 1: Sit Spots and Nature Journals

Sit Spots

A sit spot is an outdoor place, chosen by students, that they can return to over time, making it their own special spot. While in their sit spot, they can observe their surroundings—plants, animals, structures, sounds, etc. —close their eyes, dream, or sit in quiet contemplation. When they return to their sit spot over time, they will notice the changes in the surroundings

in all types of weather, times of day, different seasons. The Sit Spot can also be an excellent place for reading, journaling, nature sketching, or mindfulness activities.

See the attached lesson for full instructions and considerations, including reflection questions.

Nature Journaling

A journal is a great tool to support children's inherent curiosity about nature and the world around them. Journaling will encourage students to closely observe the natural world and translate their observations into words and drawings. At the same time, they will build communication skills, deepen their science understanding, and enjoy spending time outside.

A nature journal can be used anywhere—parks, natural areas, trails, waterfronts, schoolyards, and neighborhoods. Even a patch of lawn or a single tree can provide inspiration for investigation. The nature journal can also be used to observe the built environment; students can focus on architectural elements, infrastructure, city design, or people. Any place that lends itself to curiosity and observation where students can comfortably and safely observe is an option.

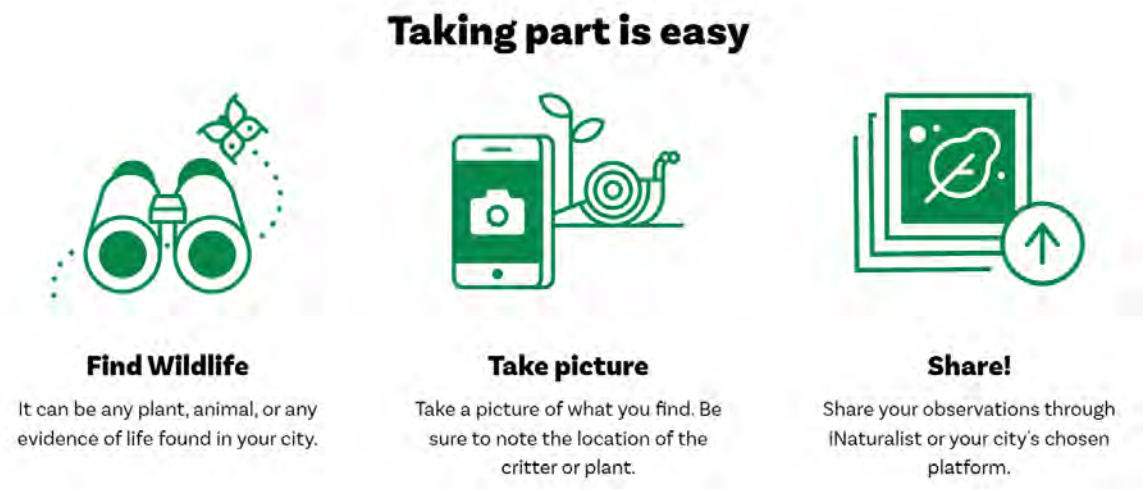
Journals can be created using a number of easy to find resources. They could start with blank paper and add it a binder or folder or use a notebook. Children could also bind paper together and use cardstock or construction paper for the front and back covers and decorate them with natural elements or their artwork to make it personal. Attached to the guide, also find sample journal pages. Find more sample journal pages from Ranger Rick HERE.

Below are some prompts to get started with nature journaling. Read this blog (also attached) for additional ideas.

- Choose a particular plant to observe through the seasons, or an animal home.
- Make observations within a designated amount of time (how many animals do we see in five minutes, how many sounds do we hear?).
- Make observations in a designated area—on a particular plant, part of the plant, or area of the garden.
- If an insect is moving quickly, take a photo and let students make a sketch from the photo.
- Use a guide to identify the animal or plant and label it next to the sketch.
- Press flowers or make leaf rubbings.

Activity 2: City Nature Challenge

The City Nature Challenge encourages people around the world to find and document wildlife in their own cities. Run by the Community Science teams at the California Academy of Sciences and the Natural History Museum of Los Angeles County (NHM), the City Nature Challenge (CNC) is an annual four-day global bioblitz at the end of April, where cities engage in a friendly competition to see what can be accomplished when we all work toward a common goal.



1. Individuals or classes can participate.
2. To register your group, go to **https://www.citynaturechallenge.org/**
3. All observations for the City Nature Challenge will be uploaded in the **iNaturalist app.**
    a. Before the challenge, set up a class account and practice using it to make observations. Read this **Educator Guide** to find more information about creating and using an iNaturalist account.

Activity 3: Clean Earth Challenge

The goal of the Clean Earth Challenge is to collect one million pieces of trash and debris that litter our beautiful land, oceans and waterways. Groups can participate in the challenge by picking up litter on campus, in the community, or at home with families.

Visit the **Clean Earth Challenge website** to find all the information you need to participate, including additional educational activities to use in the classroom.

1. Take the Challenge:
    a. Register your school/group **HERE**.
2. Get out there and collect trash and debris.
    a. Students can collect litter on their way to school, in their neighborhood, or anytime.
    b. Organize a clean up event.
3. Measure your impact Track the trash and debris you collect.
    a. Fill in the **online collection form** and submit it.
    b. Print the **collection form** and take it to your cleanup. Fill it out and either take a legible photo or scan as a PDF and email it to **cleanearthchallenge@nwf.org**.
    c. Download the Litterati app from the **Apple Store** or the **Google Play Store**, use Join Code: CLEANEARTH.

Activity 4: Exploring your Relationship to Land through Art, Video, or Creative Writing

This activity will encourage youth to creatively explore their relationship with nature through art. Youth can create videos, photography, paintings, collages, drawings, poetry, songs, creative writing, and more.

The framework is flexible and should be tailored based on the group's interests. Timing is also flexible, but allow for a minimum of two sessions so students can spend at least one session brainstorming/planning and one creating. They could also complete these projects outside of class time.

Before introducing the activity, determine any parameters needed for the student projects. Considerations and suggestions for introducing the project:

- Will youth choose the media/materials for their artwork or will all students create works using the same material?
- While it is encouraged for students to create works on their own, in some cases, they could work in pairs or small groups.
- Inventory the art materials available and needed for the projects. If students are completing the projects at home, generate a list of materials they will need to complete the activity.

Materials (will vary based on parameters for projects)

- *For drawings/sketches:* paper, pencils, pens, markers, etc.
- *For paintings:* paint, brushes, paper or canvas
- *For collages:* paper, glue, scissors, a collection of old magazines, images, scraps of paper, etc.
- *For photography, video, or stop motion video:* cameras or video cameras (older students may be able to use their smartphones, if appropriate), photo paper and printer (or somewhere to print photos)
    - Tip: seek out donations of used point and shoot digital cameras from families or community members.

WHAT TO DO

1. Explain to students that we will spend the next few sessions creating a work of art that examines their personal or cultural relationships to land or a place, plant, animal, or feature of nature that they feel a connection to. Allow students to be creative and choose how they may want to approach the project—depending on the parameters you have set or the materials available, they could paint landscapes, draw or photograph self-portraits, film a video, write a poem, or piece together a collage, etc. can choose

2. Use these prompts to encourage students to begin reflecting.
    a. Do you have any favorite memories of experiences of being in nature?
    b. Do you have a favorite place outdoors you like to visit? It could be a landscape, beach, water body, park, or trail.
    c. What does is look like, sound like, smell like, feel like? How do you feel when you are there?
    d. Do any of you like to make art? How does that make you feel? Has nature ever inspired your art?
3. To begin the process, give students time to think about what type of artwork they'd like to create. They can sketch or write in their journals to begin brainstorming.
4. During the next session(s), students can complete their artwork and make revisions. Create a relaxing environment for them. Allow them to spread out or play music, if appropriate. The graphic below, developed by Melissa Purtee, can be used as a general framework for the flow of the projects.

4. Once the artworks are complete, be sure to include time for youth to share their pieces with the group. Create a gallery walk, or if space is available, exhibit the artworks for a few weeks. Invite family and friends to an opening to celebrate the students' work.

Be Inspired! Browse through these virtual exhibitions or artworks with students.

- Belonging: The Black Americans in Nature Photography Project
- The Bronx is Blossoming (stop motion film)
- Nature Future: Kids Vision for a Just and Nature-Filled World

- Blue Heron Nature Preserve and Atlanta Public Schools
- Power of Nature Youth Art Exhibit
- Youth Art Month at Portland Museum of Art Virtual Gallery
- First Arts Baltimore

EXTENSIONS

- Invite an artist to visit the class and talk to students about their work and their process for making art.
- Visit a local museum, gallery, sculpture park, mural, public art installation, or artist studio.

Relationship with the Land

MIDDLE AND HIGH SCHOOL ACTIVITIES

SUMMARY

During these activities, students will explore their relationship to nature and land via sit spots, journaling, or community science. They will also learn about how they can protect the land and waters in their community and participate in the Clean Earth Challenge. Finally, they will creatively examine their relationship with nature by creating art.

MATERIALS

- Internet connection and computer or tablets
- Book: Black Earth Wisdom by Leah Penniman
    - Presentation: Black Earth Wisdom Keynote;
- Video: Gifts of the Land-Robin Wall Kimmerer
- Story Collection: What Stories Does the Land Hold?
- Article: Our Stories Connect Us to Place and People
- Poetry: Five Indigenous Poets Explore Loss and Love of their Naïve Lands
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The activities below offer additional opportunities to strengthen youth's connections to the Earth.

High school students may also want to join sessions during the **NWF EcoCareers Summit Series** which takes place April 10-23, 2023:

The **NWF EcoCareers Summit Series** prepares students and young professionals for wildlife and sustainability careers by providing information on the latest EcoCareer trends from leading analysts and employers, clarifying career-enhancing credentials and academic offerings, and formulating a better understanding of the competencies employers seek in the green sector.

WHAT TO DO

Activity 1: Understand Cultural Relationships to Land

Our relationships to land and nature may be anchored in history, ancestral knowledge, cultural traditions, family relationships, religious customs, personal connections, and more. Use the following resources to begin a conversation about how our cultures, language, and relationships may shape our understanding of our place in nature.

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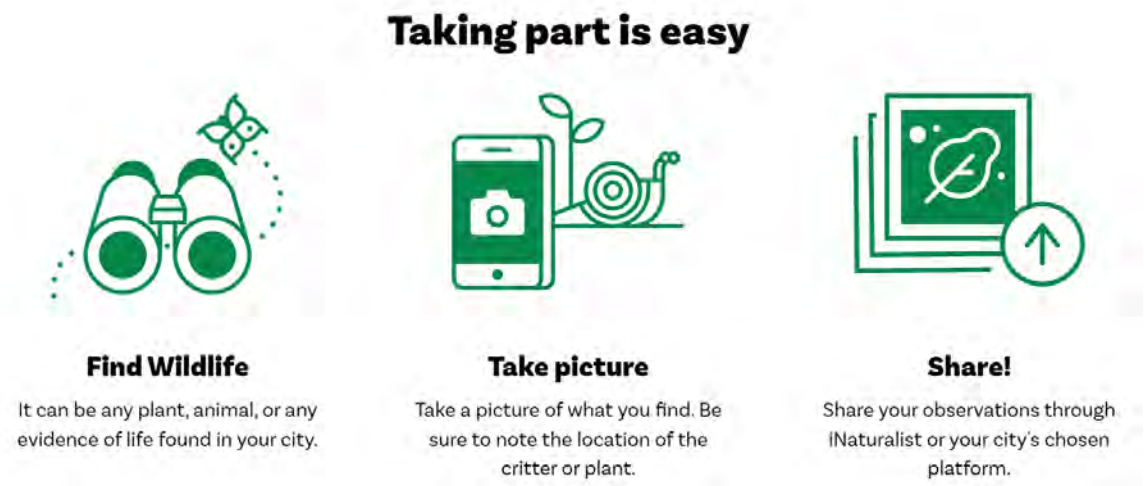

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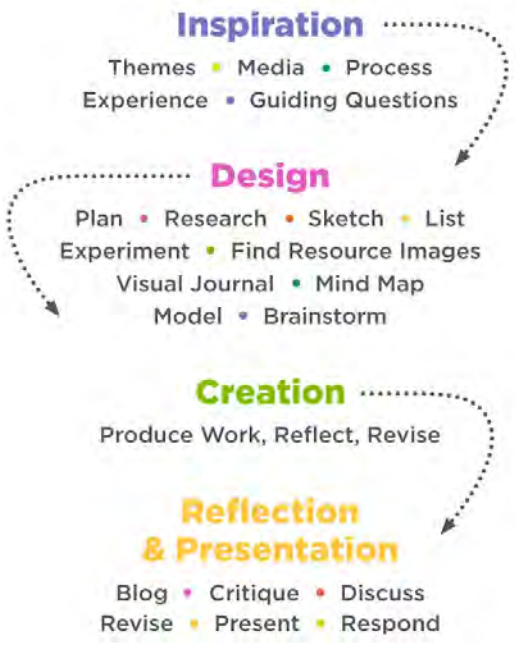

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EXTENSIONS

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Sit Spots Lesson

Age Range & Audience: This sensory activity is great for any age, and can be done together or alone. A few modifications and extensions are offered below.

Materials: Journal, notebook or piece of paper, pen, colored pencils, crayons, or other materials for drawing or coloring (all optional)

LESSON OVERVIEW:

Explore the world with your senses: Amidst the busy cadence of our lives, it can be hard to find the time to slow down and connect to the natural world around us. "Sit spots" are places we can go to sit quietly, observe, and reflect - paying careful attention to any sights, sounds, smells and feelings we notice while there. Sit spots do not have to be grand places - they can be anywhere a bit of nature is present: a park bench, rocks along a local creek, the branch of a favorite tree, a balcony, a backyard. Over time, sit spots can become special places that we find ourselves returning to repeatedly. They can also become places we connect to deeply and where we might notice and track changes in nearby flora or fauna, pick up on different patterns or activities, or observe how weather affects our mood on a given day or time.

CONNECTIONS TO:

Place-based Education Principles:
Learner-centered, community as classroom, interdisciplinary approach, inquiry-based

Cross Cutting Concepts in Next Generation Science Standards:
Patterns, Stability and Change

Social Emotional Learning:
By spending repeated time in a place, we start to develop an emotional connection to that spot, and the place we are in begins to take on new meaning. Doing an activity like this with regularity can also deepen our relationship with nature as a whole. In this sense, regular immersion in our surroundings helps the Earth to flourish, as well as ourselves. As we develop our understanding of nature and place, we also increase our ability to speak knowledgeably and passionately on its behalf.

For more information on Place-based Education Principles and Next Generation Science Standards, email fieldeducation@tetonscience.org

LEARNING OUTCOMES	EVIDENCE
• Increase curiosity and connection to the natural world and to self through sensory exploration • Identify patterns in surroundings to form observations, questions and connections • Engage with the first steps of the scientific process	• Direct sharing of observations and feelings • Recorded journal entries

Sit Spots Lesson

LESSON ACTIVITY

Find your sit spot: This spot should be at least 10 feet from others if you are doing this activity with someone else, and should be a place where you can be still and quiet on your own, observing what is going on around you with relatively little distraction. We recommend bringing a journal or piece of paper and writing utensil with you in case there is something that catches your attention that you want to record.

Settle into your special spot: Set your watch for 10 minutes. Begin by closing your eyes and taking three, full deep belly breaths to let go of anything that might be presently on your mind. Land fully in the moment.

Engage your senses: Start to focus on each of your six senses individually - first your sense of vision, then smell, hearing, touching, feeling. (Only engage your sense of taste if it is safe and appropriate to do so!). Use a few of the sensory prompts below to help guide this process and provide a little structure to this full sensory experience of noticing and wondering at what is around you.

Record your observations: If you have journaling materials with you, record all of the "daily happenings" that you notice, paying particular attention to any plants, animals, weather, or activities happening around you. Record any questions that you have. Focus on your own thoughts and feelings, and make note of these in your journal as well.

Share what you noticed and wondered: After 10 minutes are up, return from your sit spot and share what you noticed and what the activity made you feel with someone special. If you asked any questions during your sit spot, take a few minutes to look for answers - perhaps from a knowledgeable friend, family member, mentor, or another resource such as a field guide.

Return to your sit spot again: Don't forget where your sit spot is, because you may want to return there again in the next day or week(s) to note what has changed and what has stayed the same!

SENSORY PROMPTS

Sight: Even if your sit spot is a familiar place to you, take a few moments to really look around. What do you see that perhaps you didn't notice before? Are there any details that you can "zoom in on" and look really closely at? Try focusing on a single color around you - how many shades of green or brown or red can you count? Create a list of what you see and what activities are going on - whether you notice trees, flowers, leaves, bricks, buildings, or a dog chasing after its favorite ball.

Sound: Listen closely for any sounds - human or natural - make note of these in your journal. Who, or what is making them? Turn your head in the direction of the sounds. Try using deer ears to amplify what you hear, creating a cup shape with your hands and placing one cupped hand around and behind each ear. Do the sounds get louder? Turn your deer ears around so the cup is facing behind you. What happens to the sounds then? Close your eyes and try capturing a handful of sounds, noting with a finger each time you hear a new sound until you have collected 5 sounds in your hand. Create a sound map in your journal. Draw an X in your journal to mark your sit spot. Then listen intently to any noises around you and note these sounds on the page in relation to where you are sitting.

Smell: What do you notice when you inhale and exhale through your nose? What does the air feel like in your nostrils? Put your nose up close to something natural that is near where you are sitting and inhale. What does the smell remind you of? Are there any overwhelming smells that might tell you something of what is going on in your surroundings? Do these smells change over time?

Touch: Place your hands (or perhaps your toes if it's a warm sunny day and you are barefoot) on the surface where you sit - whether tree or bench or soil. What does it feel like? Squishy? Hard? Cool? Hot? What factors might be contributing to that sensation? Perhaps you are sitting on the earth and can pick up a handful of soil and rub it between your fingers. What does it feel like? (When engaging this sense, try not to disturb anything that is alive and living. Sit spots are really about sitting and being without unnecessary disturbance to nature).

Feeling: What emotions arise as time passes at your sit spot? Are you happy? Nostalgic? Reflective? Sad? How does the practice of taking a few quiet and observant moments to yourself change your mood? You might consider adding a few of these personal reflections in your journal or notebook.

Sit Spots Lesson

REFLECTIONS:

Consider the following prompts as you reflect on your sit spot experience (this can be done on your own or with someone else):

- *What was it like to sit still and quietly observe your surroundings from one place?*
- *What feelings arose?*
- *What did you notice with your senses that surprised you?*
- *What is something you wondered?*
- *If you were to return to your sit spot again in the next day, week or month, what do you think would be changed? What ways might you track or record this information so that you have a catalogue of what is going on and what is changing over time?*

The benefits of using a combination of drawing and writing: Drawing and writing engage different parts of our brains. When we combine these two methods for recording information in our journal or notebook, we are prompted to think in different ways and engage with our surroundings from multiple perspectives and senses. This leads to a fuller and more accurate understanding of what is going on in the world around us. It also gives us the freedom to choose how we explore the avenues of learning (and recording) that come most naturally to us while challenging ourselves to try new things.

AGE ADAPTATIONS:

Younger audiences: Instead of 10 minutes, try 5, and focus on a single and simple prompt to engage each of the senses one at a time. To encourage sharing and reflection after the sit spot activity, frontload with a reminder that each learner will be sharing one thing they noticed or wondered about after those 5 minutes are up.

Older audiences: Increase the amount of time spent at the sit spot. Start with ½ hour. Increase the number of sensory prompts for engaging each of the senses, and consider integrating one or several specific field journaling exercises focused on detailed exploration of one's surroundings that you can do in one place. Following the sit spot, spend time discussing and reflecting on the value and insights gained from such an intimate, solo experience in nature.

Deer ears

EXTENSIONS:

Sit Spot Progressions: If you are able to visit your sit spot multiple times over a period of days or weeks, consider building a progression of sensory or observational prompts that encourage you to focus on different aspects of your surroundings each time, or use the same prompts each time as a guide to track any changes you notice in the plant or animal communities, in the weather, in your mood. Chronicle these changes in your field journal or notebook.

Interested in learning more?
Email fieldeducation@tetonscience.org to find more field lessons and activities.

Visit tetonscience.org/diy-field-education for more lessons and resources!

THE ALPHABET GAME

There's a plant or animal for each letter of the alphabet. Go outside, look carefully, and see if you can make an alphabet list of plants, animals, and other natural things in your habitat.

Keep a Record!

Date _____ Time _____

Location _____ Weather _____

Helpful Things to Take Along

- ☐ Field guides
- ☐ A friend or two
- ☐ Sharp eyes

A acorn	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

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SPRINGTIME BIRDS

Springtime is for the birds! Some are busy finding mates, building nests, or feeding chicks. Others are just passing through on the way to their summer homes. It's the perfect time for a birdwatching walk— you're sure to meet some feathered friends.

Keep a record!

Date _____ Time _____

Location _____

Weather _____

Helpful Things to Take Along:

- ☐ Field guide to birds
- ☐ Binoculars, if you have them

Chirp! Tweet! Close your eyes and listen. Describe any bird sounds you hear:

_____

_____

_____

Make a list of the birds you see. (Write the birds' names if you know them; describe them if you don't.) At the same time, fill in the chart at the bottom of the page.

_____

_____

_____

_____

_____

What are the birds doing? For each bird you see, make a check mark in the box or boxes that best describe its behavior.

Singing	Flying	Collecting Food	Eating Food
Making a Nest	**Sitting on a Nest**	**Tending Chicks**	**Something Else**

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LITTER COLLECTION FORM

Let's Do This!

Clean-Up Steps:

1. Check Out How to Safely Collect Trash at www.cleanearthchallenge.com
2. Keep Track of What You Collect
3. Tally the Items You Pick Up
4. Weigh Trash (Optional)
5. Recycle What You Can
6. Submit Your Form to cleanearthchallenge@nwf.org

Thank you for participating – every piece you collect counts!

Team Name (If Applicable): _____

Clean-Up Location (Beach, Park, Other...) _____

First Name: _____ Last Name: _____

City: _____ State: _____

Email Address: _____

Litter Collected:

ITEM	TALLY	TOTAL
COMMON ITEMS		
Bottle		
Beverage Can		
Bottle Cap		
Cigarette Butts		

Food Wrappers		
Masks		
Paper Products		
Plastic Bags		
Straws/Stirrers		
OTHER ITEMS		
GRAND TOTAL ITEMS		
GRAND TOTAL WEIGHT IN LBS. (Optional)		

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Please print out additional sheet(s) if needed.

ITEM	TALLY	TOTAL
OTHER ITEMS		
GRAND TOTAL ITEMS		
GRAND TOTAL WEIGHT IN LBS. (Optional)		

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Keep a Record!

Date _____ Time _____

Location _____

Weather _____

Helpful Things to Take Along:

- ☐
- ☐

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Pick Up a Pencil and Connect with Nature • The National Wildlife Federation Blog

Dani Tinker ⁝ 3-3 minutes ⁝ 1/17/2014

I'm an environmental education nerd, and frequently troll bookstores for new material. Earlier this month, I stumbled upon a book called *The Southern Swamp Explorer*. I instantly fell in love with the detailed information and its presentation. Naturally, I stalked the author and illustrator, Irene Brady, and begged her to write a guest blog post. She's in the process of moving to Belize to build a little earth bag home, and is quite busy, so you're stuck with me. Together we've created some nature journaling tips for everyone, beginners to veterans.

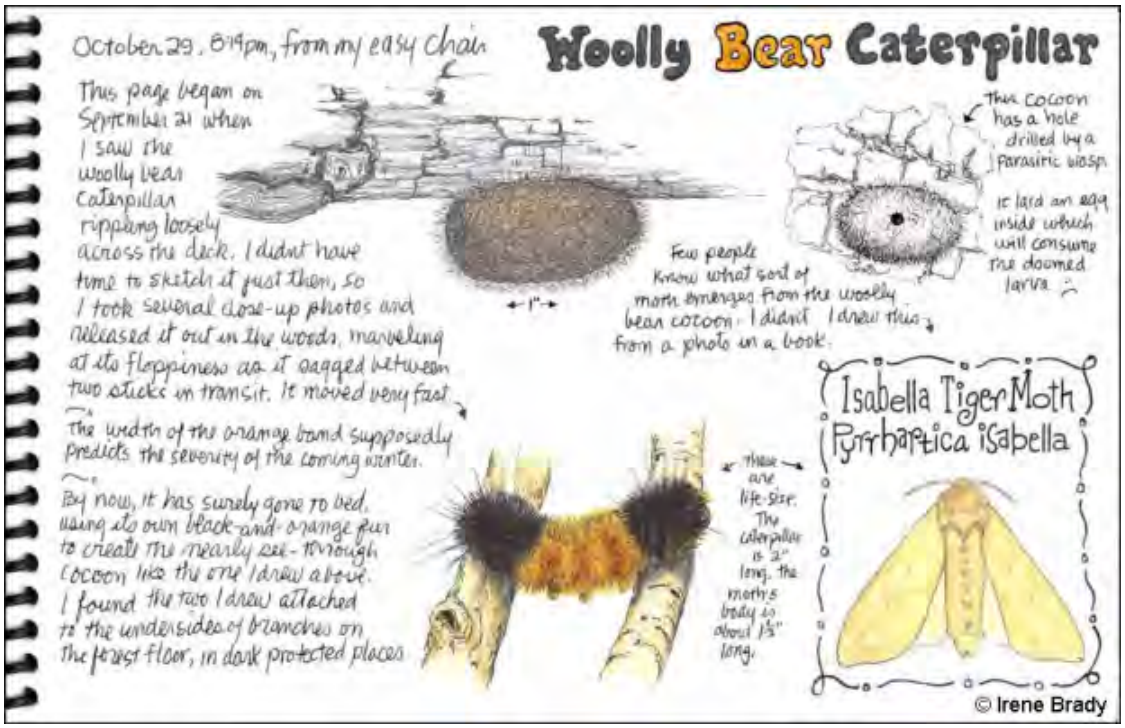
Tips For An Awesome Nature Journal

1. Always bring your journal and a pencil.

You never know when nature will happen, and you want to be ready to record your observations.

2. Record the details.

You'll begin to notice patterns if you add the date, time and weather to your entry. Note how things change based on these variables.



3. Slow down.

Take time to walk slow or sit in one spot to allow your senses to fully observe.

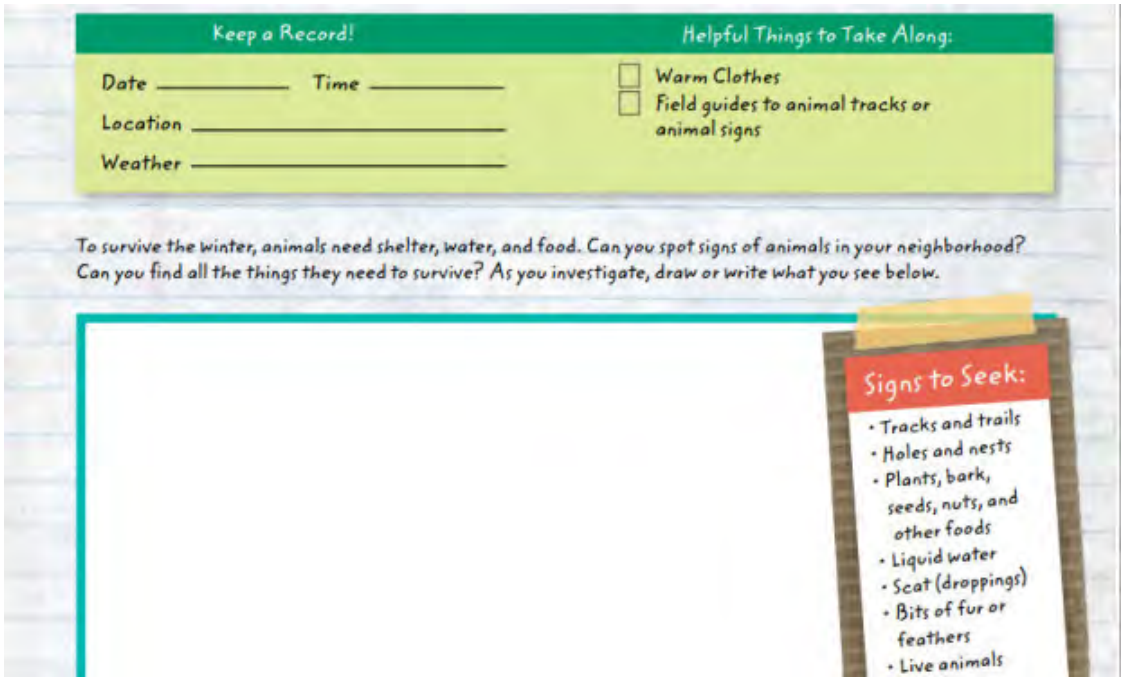
4. Open all of your senses.

Record what you see, hear, feel and/or smell. Try this trick to give your ears a treat!

Irene's Note: If you are a Grown-Up, abandon your dignity and try this.

5. Focus your observation.

There is a lot to see in nature, and it can be overwhelming to attempt to record it all. Focus your experience by starting with a prompt or investigating the answer to a question. Find pre-made nature journal prompt pages, here.



Download the full page or browse additional Nature Notebook pages from Ranger Rick Magazine.

6. Don't let the elements stop you.

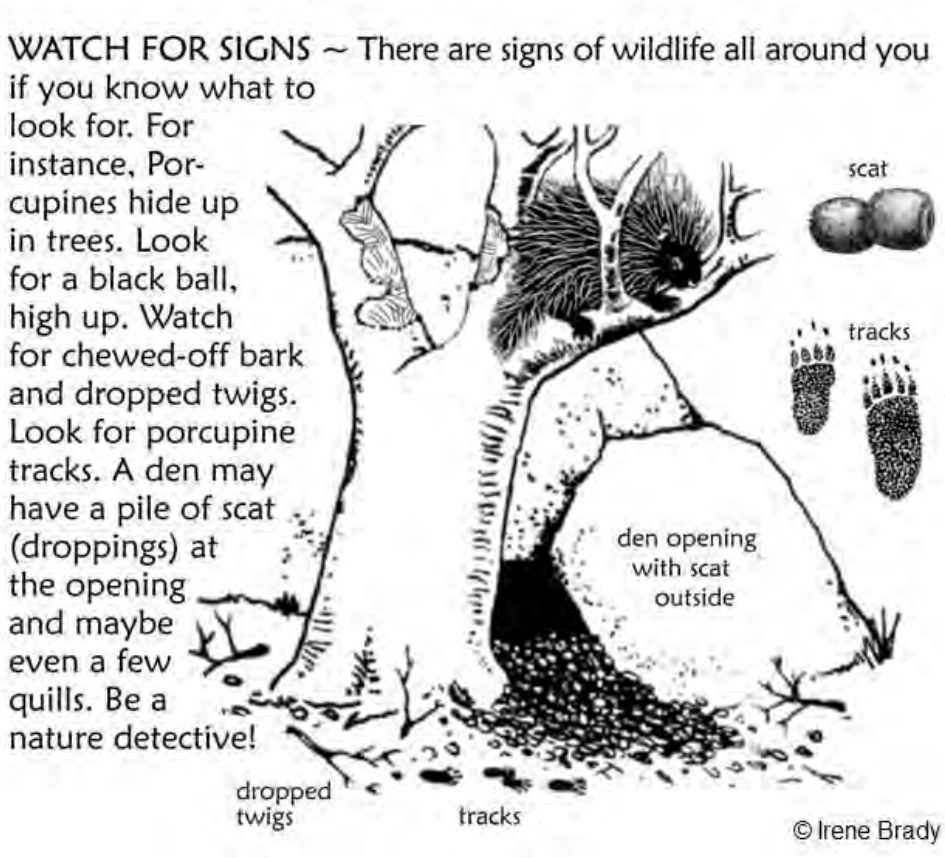
Whether it's rain, snow, wind or mosquitoes, nature happens. Come up with creative ways to be comfortable while you observe. Check out how Irene solved her mosquito problem!

7. Keep curiosity alive.

Allow your journal to be the beginning of an investigation, not the end. When you get home, do research about the things you observed.

8. Watch for signs of wildlife.

Tracks and scat are great to record. Additional things you may observe are woodpecker holes, beaver teeth marks, nests for birds or insect or spider webs.



From Irene's book, *Observing Nature*.

9. Explore local nature sites.

You don't have to travel into the wilderness to record nature, it's right in your backyard or neighborhood park. Nature Find has a list of places near you to visit.

Nature Find

Remember that anyone can make a nature journal, and each one is completely unique. There are no rules. Grab a pencil and go connect with nature! We want to hear about YOUR nature journaling experiences in the

comments below!

Long-eared Owls!

Back at the cottonwood trees, we discovered OWLS! Several half-grown chicks (and their parents) had been watching us explore. We watched THEM for awhile and I collected some owl pellets from under the trees.

Later: I drew this solemn owl chick from photos I took. This is the only pencil drawing in this journal, to show the soft, downy feathers.
They never took that piercing yellow gaze off us.

after lunch I spotted a mallard hunkered down over her nest in the swale just yards from where we picnicked.
A DUCK? in the DESERT?

What a Marvelous Day!

Pulling apart the smooth, shiny black owl pellets coughed up by the owls (they're clean, scoured by the owls digestive acids) I found them full of sharp bones and a few beetle parts.

As they weather, the fur sloughs off to reveal the bones inside — like the pellets I found by the ristrock earlier.

this is only a sampling of the bones inside. from the jawbones, I see two mouse species and one ground squirrel.

EcoCareers Summit Series

April 2023

Register Today

WHAT: The NWF EcoCareers Summit Series prepares students and young professionals for wildlife and sustainability careers by providing information on the latest EcoCareer trends from leading analysts and employers, clarifying career-enhancing credentials and academic offerings, and formulating a better understanding of the competencies employers seek in the green sector.
Please review the **EcoCareers Rules and Guidelines** to ensure a safe, productive, and educational event for all.

WHEN: April 10 - 20, 2023
Current agenda:

- April 10, 2023; 6 pm EDT: Keynote by Dr. Kamal Kapadia (terra.do)
- April 11, 2023, 6 pm EDT: Climate Equity Careers Panel and Workshop
- April 12, 2023; 4 pm EDT: Sustainable Transportation Careers Panel and Workshop
- April 17, 2023, 6 pm EDT: Keynote by Asim Hussain (Green Software Foundation, Intel)
- April 19, 2023; 4 pm EDT: Information Technology Careers Panel and Workshop
- April 20, 2023, 6 pm EDT: Habitat and Wildlife Careers Panel and Workshop
- More dates and times to be added soon!

WHO: Students, faculty, and staff from high schools, colleges, and universities across the country and globe!

COLLEGE AND UNIVERSITY FACULTY AND STAFF! Did you know that your campus can become an EcoCareers Campus Sponsor and unlock free admission to the event for your entire student body and staff? Read more about this valuable offer!

SUSTAINABLE EMPLOYERS! Consider becoming a 2023 EcoCareers Sponsor and take advantage of a range of sponsorship benefits, from speaking to the entire conference audience to virtual expo booths to co-branded messages and press. Read more about this opportunity!

Throughout this event, YOU can:

1. Discover the types of jobs available in the clean economy, compensation levels, and advancement opportunities across clean economy sectors.
2. Enhance understanding of how to develop effective career plans that include degree programs and project-based learning credentials, while becoming familiar with supportive programming offered through the NWF EcoLeaders Program.
3. Explore online sustainability career skill resources that can help college instructors enhance academic offerings for sustainability across various disciplines.

4. Meet others across fields interested in leading for a clean economy including, students, faculty, and employers, and learn about ways to support one another.

Feedback from past conference attendees:

- "Thank you once again for your time and providing me with an opportunity to become a part of this discussion. Very inspirational."
- "Great to have as a virtual conference. Saves so much time/money/carbon in the travel."
- "Great talk. Lots of specific information and places to follow up to learn more."
- "Really great insight about the soft skills and was inspirational as someone who is currently struggling to find an entry into the sustainability job field."
- "What an excellent way to attend a conference and get such needed information!"

Register Today

See below for past EcoCareers Conference Archives: