

**2007 Governor's High School Conference on the Environment
Action Plan Creation
Summary of All Schools**

- 1. Have each person in your group reflect upon what they learned at the conference. Each participant should share the one thing they found most interesting or inspiring from the sessions they attended.**
 - ~Milkweed-monitor O3 Layer
 - ~what we do affects everything
 - ~Citizen monitoring
 - ~Earthworms
 - ~Writing-how to do with science and English
 - ~Loons
 - ~Writing/Influential reflection
 - ~Mapping endangered species
 - ~Loons can drink salt and fresh water
 - ~Groundwater is Amazing!
 - ~GPS for bats
 - ~Reintroducing Whooping Cranes
 - ~Students enjoyed having an activity with the sessions
 - ~Enjoyed the Milkweed session
 - ~Move through one person to get the project off the ground
 - ~Lakes become clear from Mercury pollution
 - ~Loons can live in Marine & Fresh water, need to protect both.
 - ~4 types of Loon calls
 - ~Sandhill Crane unison call
 - ~Exposure of students to new levels of environmental awareness and seeing people passionate about their work.
 - ~Talking to career fair participants, finding other people working for the environment.
 - ~Groundwater
 - ~career people
 - ~Campuses
 - ~other schools work
 - ~Learned about the mapping of worms in your area.
 - ~Worms, are not native to WI, a lot of invasive species, 11 species of turtles, cougar, milkweed, loons, duration of lake quality, 10 different earth worms in WI.
 - ~Learning how to form monitoring groups
 - ~Crane population fluctuations, endangered species monitoring cranes
 - ~How to measure snow
 - ~Problems with Invasive species
 - ~Worms
 - ~Cranes
 - ~GPS/PDA monitoring
 - ~Milkweed
 - ~Invasive species of aquatic plants
 - ~Sampling Wildlife-projects
 - ~Non native exotic Earth worms
 - ~Lots of amazing projects!
 - ~Dr. Anderson's talk
 - ~GPS porcupines
 - ~Open exhibit-people liked our poster
 - ~Turtles

- 2. Brainstorm ways in which the information learned today can be shared with others at your school and in your community. What will your group do to share what you have learned at this conference with others?**
 - ~Watershed symposium
 - ~Talk in other Science classes
 - ~community presentations
 - ~School newsletter/paper
 - ~Hallway display
 - ~Newsletter to the 8th grade
 - ~Join Milkweed, talk to school board, tell info in Bio II, basic Bio, inform everyone we know, put article in local paper

- ~Article in school newspaper
- ~Share with rest of the Science club members during a meeting
- ~Take back materials about milkweed and create a power point to display @ community meeting.
- ~Start an environmental club at our school and develop ways to educate and make students more aware of our environment.
- ~Discuss with classes
- ~summary
- ~our video
- ~small presentations
- ~Write a paper or put up a sign. Include positive outcomes for students such as-good college application experience, it would be fun, and help save the world.
- ~We are going to begin bat surveys, possibly local newspaper, school newsletter.
- ~Have a Science fair/citizen science fair
- ~Volunteer to clean boats/monitor at Saxon harbor
- ~Start a weather monitoring station Lake Superior
- ~Monitor Phenology
- ~Faculty meeting/early release-share ideas with staff
- ~Earth Day Committee-Plans activities/ideas to celebrate awareness in April
- ~Student Group-interested students may come together to share ideas and make plans
- ~ Earth Society meetings
- ~School Announcements
- ~Discussion with Friends
- ~Present PowerPoint to staff. Use PowerPoint to talk about how the project was done.
- ~Energy Saving Power Switches
- ~Campaign to enlighten people about energy use
- ~Water monitoring project-physical chemical biological water quality indicates
- ~Institute "Lunch in the Dark"-Public education campaign
- ~Share conversations at our club meeting.
- ~Have our teacher explain in class what we do
- ~Have our teacher show pics
- ~Invite other environmental clubs to discuss issues on a more informal level.
- ~Recap with the new members of Environmental clubs meet with younger kids to promote the clean boat, clean water.
- ~Emails
- ~Talk to people
- ~Posters of learning ideas
- ~Talk to friends, write an article for the school paper
- ~Present in front of class
- ~Put up posters, announcements
- ~School programs
- ~Have a meeting with our club to discuss our next part to complete
- ~Posters for business
- ~Postcards to previous testers
- ~We will hold an environmental club meeting on Monday to inform others in our club that aren't here.
- ~Present to class
- ~Project Presentation
- ~Organize/Inform about worm "dangers"
- ~Presentation to the West Allis Central Conservation Club.
- ~Earth Week activities
- ~School board presentation
- ~Eco-Action team
- ~GPS units with out Invasive Species
- ~Informing people about reporting invasive species

3. Brainstorm ways in which your group can implement what was learned at the conference. Is there an environmental monitoring program in which your group/class/school would like to become involved? OR Can you improve or expand upon a monitoring project you are already conducting?

- ~Recruit students from other schools
- ~Volunteers in community
- ~Stream Improvement
- ~Print off posters and give to boat landings
- ~Find out exact cost of CH₄(g)

- ~Our Science Club would like to begin a stream/river monitoring program on the Manitowoc River and surrounding tributaries.
- ~Milkweed monitoring added to existing monarch monitoring program
- ~We can initiate the light use monitoring program our group came up with
- ~Once we have our environmental club started we will continue with other monitoring programs. Ex. Stream monitoring.
- ~incorporate other schools into our stream monitoring
- ~Ask the school to create a program where students conduct nature monitoring
- ~Could do monitoring on our own but would need to find an animal near your home.
- ~Publish our Final Mussel project
- ~Yes, we want to join the WAV program
- ~Energy awareness/recycling (Madison East: Lights out)
- ~Possible work with Rock River Alliance to get involved in a monitoring project
- ~Contact U.W Whitewater for possible research possibilities that our students could become involved in
- ~ Wave Project-one student doing independent study project.
- ~Do a global warming unit ahead of the project next year. Post global warming issues around school for Earth Day.
- ~Detect ozone in plants
- ~Determine space saved in landfills by recycling plastics and aluminum
- ~Learn how to use digital monitoring equipment
- ~utilizing resources from local colleges, etc...
- ~Yes, energy conservation
- ~Get better awareness out to our own student body about monitoring project we are involved in.
- ~ Were are Excited!
- ~Yes, we can expand on our purple beetle culturing.
- ~We need to monitor Park Lake Water Quality.
- ~We can volunteer to in a program that is already in place in the community
- ~Bird counting/monitoring collect data
- ~Turtle mark recapture
- ~Data in computer storage
- ~Have accurate test measures
- ~More data collecting
- ~"Adopt a Beach"- Bradford Beach Lake Michigan miles
- ~Program-Stop littering in school
- ~Energy use survey-for staff and students
- ~Bat Monitoring Program
- ~Invasive Species at Colonial Park (preserve)
- ~Bats with the Rec. Center (raise money)
- ~Worm Watch
- ~Bird Counts
- ~Raptor studies
- ~mammal/ bird trapping
- ~Flying Squirrel
- ~Invasion plant species control-loose strife
- ~Clean Boats-Clean Waters
- ~Use suggestions from other teachers/students/etc. to improve data format/reports for our project.
- ~Yes, Keep doing what were doing but now we have to get the message out
- ~Monitor garlic Mustard
- ~What Animals to what scent
- ~Use more scents-got video
- ~Pew. Env. Club to participate in Crane counting day.
- ~Start a volunteer program at Pewaukee Lake through the school for the clean boat clean water programs.

a. Identify the resources you have in your school/community that will help you start the monitoring program you identified. OR Identify the resources you have in your school/community that help you with the monitoring project you are already conducting.

- ~Use school pond for training new students
- ~School board, Landfill people, EPA, Focus E
- ~Water Quality Chemical Test kits, turbidity tests and equipment, Macro/ Micro invertebrate keys, CBL's and probes for water quality tests.
- ~We have a person on campus that is already monitoring the plants and we could use her as a resource.
- ~Finding past data and information on the Denmark community watershed
- ~Recruit volunteers for all monitoring projects.

- ~G.P.S
- ~Mr.Swick/ Friends of the Fox
- ~Mr. C./ Canoe
- ~Use internet to get info on animals to potentially monitor
- ~Need teacher support
- ~ArchMap- already have
- ~Ironwood Airport-weather monitoring
- ~Radio Stations
- ~Hunters-can help monitor Pine Marten populations or sightings
- ~Jefferson Utilities
- ~Citizen action group (worked with a bit last year to organize a "Bike to school" day)
- ~DNR, Kiwanis, Lions, Rotary Clubs to possibly obtain funding.
- ~Mrs. Evers
- ~Rib River
- ~Strong Membership
- ~Mr. Rauch- taking handouts/learning materials and presenting as well as sharing with the classes.
- ~Implement new recycling techniques
- ~Chinese Mystery snail Monitoring? Online size graphs...etc...
- ~Our number one resource is the Oneida Environmental Department. We also have a good relationship with our mapping department and with our neighboring school-Seymour
- ~We have a green house which we can raise beetles in
- ~ We already have a good amount of money accessibility and man power of our club for our monitoring.
- ~Computers
- ~Equipment we have
- ~Urban Ecology Center
- ~YMCA
- ~We Energies
- ~UWM
- ~Marquette Env.
- ~Have business team up with us to get word out
- ~Involve community members to help, they could also help us fund
- ~Invasive-City Park Services
- ~Bats-Rec. Center, Parkside
- ~DNR
- ~Other contacts
- ~Need to identify a lake and volunteer base
- ~Teacher and student input for our study
- ~Highly supportive administration
- ~Tight school board and community
- ~City interest in "employing" ones skills and experience
- ~OLA
- ~School Forest

b. What additional resources will you need to start, continue, or expand a monitoring project in your school/community?

- ~City Website-env. Data
- ~Newspaper-section for clubs/groups
- ~Present at city council
- ~Talk to aldermen
- ~Money and support
- ~more/updated test kits
- ~Sampling nets/vials
- ~Seine nets
- ~Flow Rate Monitor
- ~More probes for CBL's
- ~Waders/ Hip boots
- ~Money to purchase equipment
- ~Administrative Support
- ~Awareness
- ~Videos
- ~Technology
- ~Man-Power

- ~Money for to buy monitoring equipment and supplies
- ~Teachers with a visionary ability to see what the project would look like.
- ~Bat detectors
- ~Weather monitoring station equipment
- ~Join local community groups for assistance
- ~Work with Loon watch
- ~Local DNR
- ~Student Interest and Involvement
- ~Money Assistance.
- ~Testing Materials
- ~Funding
- ~Money
- ~Time
- ~Personnel/ Volunteers who are passionate about/ interested in the work.
- ~We need to form a club, with items that identify us as the Oneida Nation Environmental Science Club.
- ~More Kids
- ~Erosion Tests
- ~Test drive testing protocol
- ~More beetles
- ~More loostrife
- ~In order to be able to expand we would need additional funds to purchase new equipment.
- ~More technology/ accurate monitoring equipment
- ~Money
- ~Grants
- ~Fundraisers
- ~Funds to purchase monitoring tools (echo recorders/ GPS units)
- ~Money
- ~Possibly Grants for bats
- ~Binoculars
- ~Live Traps
- ~Radio collars
- ~Mustard Seed powder
- ~Mist nets
- ~ people power to participation!
- ~300 dollars to maintain nutrient sampling disposable supplies
- ~connections to community groups to parties/ sponsors, resources, materials. Etc.
- ~GPS units/PDA
- ~Video camera to catch action