

Important Questions

- ❖ How do we get students excited about learning?
- ❖ Do students care about the place they call home?
- ❖ What do students know about the issues in their community?
- ❖ Do students feel empowered that they can make a difference?
- ❖ Are students being prepared to become good stewards and citizens within their community?
- ❖ How do all of us protect and enhance our natural and human communities?

Place-Based Learning (PBL) is one of the answers!

“There is mounting evidence of improved student performance associated with PBL.” – State Environmental Education Roundtable (SEER); <http://seer.org/>.

Research supported benefits of PBL, documented in *Closing the Achievement Gap* and other publications, include:

- ❖ better performance on standardized measures of academic achievement in reading, writing, math, science, and social studies;
- ❖ reduced discipline and classroom management problems;
- ❖ increased engagement and enthusiasm for learning; and,
- ❖ greater pride and ownership in accomplishments.

Join the Team!

Now that you know about Place-Based Learning, we hope you will join the team. Contact one or more of the partner organizations and agencies for your next step:

- ❖ Adopt-A-Watershed (AAW), Dan Allison, 775-832-4167, dan@adopt-a-watershed.org
- ❖ Lake Tahoe Environmental Education Coalition (LTEEC), Heather Segale, 775-832-4150, segaleh@unce.unr.edu
- ❖ Sierra Watershed Education Partnerships (SWEP), Jan Ellis, jan@4swep.org
- ❖ Tahoe-Truckee Service Learning Partnership (TTSLP), Sasha Neumann, 530-582-2600 x3146, sneumann@ttusd.org
- ❖ University of Nevada Cooperative Extension (UNCE), John Cobourn, 775-832-4150, cobournj@unce.unr.edu
- ❖ Tahoe Resource Conservation District (TRCD), Scott Cecchi, 530-543-1501 x114, scott-cecchi@ca.nacdnet.org

These are just a few of our partners. Explore these web sites to discover more partners and a wealth of resources:

- ❖ LTEEC, <http://lteec.org/>, click on K-12 Watershed Education and the Calendar
- ❖ AAW, <http://adopt-a-watershed.org/>, select Regional Highlights and then click on Tahoe Truckee
- ❖ Tahoe Integrated Information Management System, <http://tiims.org/>, click on Teachers & Students button

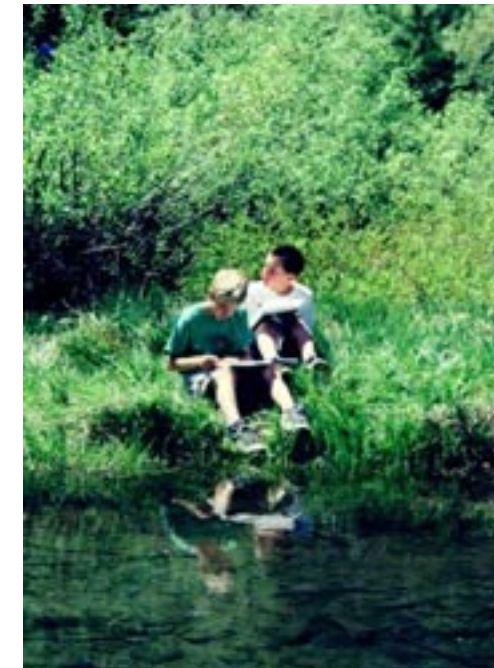


Releasing Lahontan Cutthroat Trout in the Truckee River

This publication is a cooperative effort of the Adopt-A-Watershed Tahoe Truckee Leadership Team.

Inspiring hope in our children's future

Place-Based Learning in the Lake Tahoe Basin and Truckee River Watershed



Time for reflection by the stream

Educators, environmental professionals and community members play a critical role.

Find out how...

Place-Based Learning is...

a teaching and learning process that promotes citizenship and stewardship. The components of PBL are:

- ❖ Use of the local environment as a context for standards-based, integrated learning: real learning in the real world motivates students to meet and exceed educational standards



Monitoring: students measure turbidity (water clarity)

- ❖ Service-learning projects
 - **monitoring:** students observe and measure existing conditions, and change over time
 - **restoration:** student-led projects protect and enhance the health of the natural and human environments
 - **community outreach:** students teach other students, their families, and people in the community



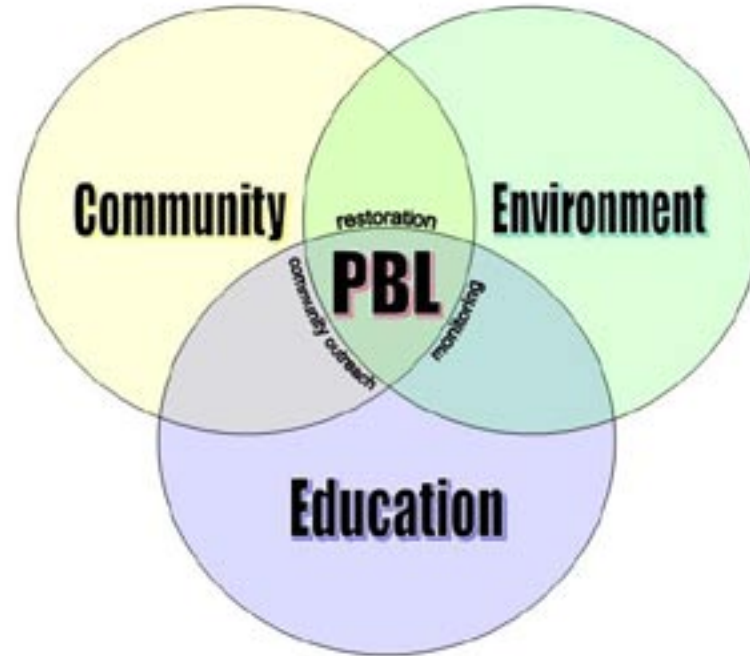
Restoration: schoolyard habitat

- ❖ Reflection and Evaluation: students acknowledge the value of their learning and work



Community Outreach: displays at the library

People come to Place-Based Learning from:



We are all partners. We all benefit.

“PBL requires collaboration, it cannot happen in a vacuum.”

– Jan Ellis, Sierra Watershed Education Partnerships



Stream Bioassessment (looking at bugs in the creek)

“One of the most compelling reasons to adopt place-based education is to provide students with the knowledge and experiences needed to actively participate in the democratic process.”

– Joyce Woodhouse & Clifford Knapp, Clearing Magazine

Community Partners

Parents, volunteers, business, nonprofit organizations:

- ❖ give time and share expertise
- ❖ share passion and a sense of place
- ❖ build a bridge between school and community

“Our vision for education in the Tahoe-Truckee region is one where every student is given an opportunity to learn about this unique environment, get their hands in the dirt, and learn the principles of environmental and social stewardship. Students need to know that they can make a difference.” – Heather Segale, Education Coordinator, Lake Tahoe Environmental Education Coalition

Education Partners

Students, teachers, administrators, higher education:

- ❖ correlate education to state standards
- ❖ address different learning styles and provide age-appropriate teaching
- ❖ share love of life-long learning

“SWEP has provided my students and me with the support necessary to do the kinds of watershed-related projects that broaden and deepen my students’ learning. The students love learning when they know their efforts have a positive effect in their local community.” – Toni Rockwell, Teacher, Lake Tahoe ES

Environment Partners

Natural resource managers, federal, state and local agencies, nonprofit organizations:

- ❖ share expertise and provide needed equipment
- ❖ find projects of real importance to the community
- ❖ brings local awareness to watershed management

“Lake Tahoe is one of the most beautiful and instructive classrooms in the world. To preserve this national treasure, we’re all going to need to play a role, including students and the generations who will inherit this environmental legacy.” – John Singlaub, Executive Director for the Tahoe Regional Planning Agency