



UNIVERSITY *of* NEW HAMPSHIRE  
Cooperative Extension

NEW HAMPSHIRE'S  
LEAVE NO CHILD INSIDE SUMMIT

May 31, 2007

## Summit Agenda

- 8:00 Coffee & Registration
- 8:30 Welcome and Introduction
- 9:00 Keynote Speaker: Cheryl Charles, President  
Children & Nature Network
- 10:00 Break
- 10:15 Strategic Planning Sessions
- 12:15 Lunch & Conversation
- 1:15 Strategic Planning Sessions
- 2:45 Reporting Session
- 3:15 Capstone Speaker: Cheryl Charles

## Morning Session

Nearly 100 invited participants met at the PSNH Five Rivers Auditorium in Manchester to discuss the issue of children and families getting out into nature. After hearing from First Lady, Dr. Susan Lynch; Dr. Cheryl Charles from the Children in Nature Network; and Lee Perry, Executive Director of NH Fish and Game Department, participants were assigned to break-out sessions via a colored dot system. Teams of facilitators and recorders led participants through discussion regarding what currently exists for programs and activities to get children and families into nature, what the barriers are to doing more of these activities and having children have free play out in nature, and some possible strategies to address these barriers/issues. Finally, these strategies were broken down into themes by each group, and posted during the lunch break.

### **#1 Red Group**

**Facilitator:** Heather Noyes

**Recorder:** Judy Stokes

**Participants:** Doris Burke, Allison McLean, Dave Anderson, Alice Chamberlin, Shawn LaFrance, Lelia Mellen, Linda Mattlage, Beth Hogan, Jim Campbell, Julia Steed Mawson, Jennifer Bourgeault, Angela Roberge, Mary Goodyear

### **What's Being Done?**

- Governor supports this idea...he understands necessity of getting kids and families on to the land to build a connection to the land to get support for land protection now and in the future
- disconnect between urban environment and social needs – use language and programs to bridge the disconnect
- bring as many people to the table as possible
- State Parks/Great Park Pursuit for families with kids to check out, connect with parks, web component, 85 teams 400+ people (pending)
- discover the power of parks interpretation program supported by PSNH
- “Trails for Life”
- Robert Wood Johnson Foundation Project community – goal is to get kids involved outdoors
- “passport for winter fun”--scared of winter
- for each hour get incentives for activities (100 kids – 40+ hrs each)
- tough to get into curriculum – better to be independent
- seven gardens designed by kids at UNH Child Care Center, parents involved too (infant>kindergarten program) developing stewardship, curriculum too
- invite middle school kids back
- all it takes to enjoy the outdoors is bug spray/sunscreen
- would love to hear from the kids about the outdoors
- don't forget the importance of recess and equipment, National PTA efforts “Rescue Recess”, Lowe's partner
- designated walking routes to school in neighborhood school in Concord
- stranger danger over-rated, although there are four homes for sex offenders nearby in Concord

- “Groundwork” trust EPA/NPS partnerships – green teams kids in communities planting
- Walk NH Program with kids as initial focus; now all ages – 15 day relay walk from Canadian Border
- NH Recreation and Parks Association--five fruit/veggies a day with two hours or less of screen time and one hour physical activity plus reduce sugar
  - script pad to prescribe physical activity
- face-to-face living a healthy life medical check up – do something everyday until your heart beats fast--everyone can walk
- Employee communication programs such as the one at PSNH

#### NHFG

- becoming outdoors woman
- schoolyard habitat
- Karner Blue Butterfly – Lupine planting
- hunter education
- Lets go Fishing, Fly Fishing

#### 4-H

- Get Up and Go 4-H
- 4-H building bridges gardening
- 4-H gone wild
- 4-H camps
- 4-H city Safari
- Concord Schools Project SEE at White Farm

#### Local Planning

- parks
- greenspace
- subdivision green spaces

#### Barriers

- missing from statement...both parents working; single parents. Have to put kids in a program while you are at work, leaves little time for playing outdoors
- dangerous traffic is a real issue, as regards local park/green space visitation, streets to get there are very busy – lack of sidewalks adjacent to busy streets. The built environment is a problem
- educators can’t readily take on this issue because they are teaching to the test. Help teachers integrate these two things
- more than just a time problem; teachers are not comfortable outside themselves, we need to help them
- adults are the key, the gatekeepers to the outdoors. We are building big houses – why are all the trees gone
- Walk New Hampshire developed a lot of data, pretty places to walk, but there are no sidewalks
- mentors are key to experience in the outdoors, not enough people are doing it now
- zoning ordinances that encourage sprawl, McMansions, no sidewalks due to cost
- don’t try so hard to enrich kids lives with field guides and education. Just let them play, teach the parents – maybe they need to know the names of birds and pass on the names casually

- simple ways to connect (lay baby on grass) “it doesn’t have to be anything big are simple things that haven’t been championed, how to give it the glamour to attract people
- make kids go outside in spite of their complaints, it relates to parenting style, blending families. Parents are tired, don’t want to be the bad guys for two hours a day they see their kids
- kids need the context to appreciate the outdoors. So they need to try it to know, then they’ll make the right choice
- legal issues – “no running” to avoid lawsuits. Take away all the risks and kids can’t learn about poison ivy, consequences of action
- some adults may not see this as a problem, how do we “expand the choir”? The benefits far outweigh the risks, how do we get this across?
- fragmented communication system/fragmented value system (examples of kids playing outside alone)
- lack of economic based data – link between environment and economic benefit, suggest an economic study of the value of “play” (possible outcome of this meeting), find the formula which perpetuates the solution
- longer commutes
- use kids, whom everyone cares about, to rally around interest and support for outdoors being relevant to social issues

### **Strategies**

- support environmental education programs
- Master Gardeners to schools
- PSA regarding statistics
- economic study
- talk with people every week about this issue (Target 5-13% like Cheryl Charles suggested)
- unfragment communication
- employer/employee communication
- symposium for families and kids sponsored by all of us, do stuff and convey statistics
- use youth to influence each other
- growth in older people, fewer kids – think about sharing our stories creatively, engage those without kids in this issue, they have time to be mentors?
- after school programs – need more programming advice/curricula (4-H does a lot)
- send a message to at-risk category of kids/families (SIFAR ask Julia Mawson) regarding after-school programs, that outdoors – nature needs their attention
- use school communication to send a message to families that bug spray and sunscreen makes it okay to go outside (Principal’s Association, PTO newsletters, November conference)
- all organizations could use their newsletters and meetings to get the word out that it’s okay to go outside
- get the headline to read “Go Outside, It’s fun!”
- community parks and recreation – not just team sports, take them hiking or for a walk – in the woods
- mass media, political campaigns strategy needed, both face to face and mass media, we need a communication strategy

- role models – where do kids get their information/inspiration
- who/what is cool to kids?
- we need values education, how do we make nature cool?
- Snoop Dog coaches football
- need the memories to sell it in the future
- ad showing kids laughing in the woods and water
- David Sobel – positive messages – no tragedies before 5<sup>th</sup> grade
- more research
- need to be calculating, take ourselves seriously
- use marketing tools

### **Themes – Red Group**

- kids need places to play--more information and accessibility
- we need a campaign with the right language and role model—maybe use kids in video talking about cool places in New Hampshire
- understand what kids want – hear the kids’ voices
- give kids the opportunity to play, throw stones in a brook
- training adults (planners, developers, legislators, parents, teachers, health care providers, volunteers) regarding methods of going outdoors, being comfortable outdoors, curricula
- comparative risk vs. obesity, strangers, etc., what’s the data say and economic cost of each (research)
- establish interdisciplinary collaboration long-term

### **#2 Yellow Group**

**Facilitator:** Charlie French

**Recorder:** Judy Silverberg

**Participants:** Gordon Russell, Kevin Peterson, Rob DuPont, Denis Gleeson, Karen Acerno, Ethan Hipple, Marianne O’Connor, Jenny Devost, Esther Cowles, Cathy Chesley, Laura Ryder, Cathy Robjant, Regina Flynn, Walter Strauch, Philip Bryce, Jen McLaughlin, Bonnie Guevin

### **What is Being Done?**

- Great Park Pursuit (challenges, prizes, discoveries)
- skiing at local New Hampshire ski areas, as part of school day
- children summer camps (legacy of camping)
- forest field days (PLT and Tree Farm Program and Society of American Forests)--will be school based
- (4 season) trails available at school trails like at Kearsarge School Districts for kids and families
- Project SMART (forest watch)
- Upper Valley (VT & NH) Wellborn Group, NH Charitable (75 programs)
- Valley Quest (Geocaching) program to develop own quests
- VINS – ELF (Environmental Learning for the Future) uses parent volunteers
- public and private nature centers
- scouting programs (Girl/Boy) for getting outdoor skills
- ice fishing (part of school curricula)
- Let’s Go Fishing (adult/child)

- Watershed Education programs (macro inv) habitat
- schoolyard habitat – Project Home
- town outing club (New London) and recreation department (a number of communities)
- Boys and Girls Club/YMCA/YWCA)
- public spaces available for use for outdoor activities
- topics and things that connect kids to outdoors through Department of Education Science frameworks – especially in science skill development
- creating the parent/child connection program on local land trust with many environmental features developed (Trails with Tales (geared K-3) use as a way to get parent/child experiencing together
- newsletter (Kid Power) from HHS
- snowmobile trails
- preservation of open land – it's close by
- 4-H clubs and Extension – Community Gardens
- after-school programs – with outdoor focus
- Conservation Commissions in New Hampshire/Land Trusts part of core values
- municipal and civil organizations
- Fit Kids (Dr. Chuck Capeta) – Nashua School District
- involve parents with schools in community stewardship
- cross-country ski trails
- urban/city parks and trails

### **Barriers**

- parents' work schedules/time with labor force of dual working families and single parents (may not have time to be part of school)
- sun –sunburn (fear)
- ticks (fear)
- traffic issues
- zoning rules
- senses of community not being in new development
- fear of abduction (is very real)
- transit (kids going home without being able to get to places to be involved – easier to go home and turn on the television/videos)
- gadgets – Internet box, Game Boy
- culture shift
- move to suburbia from urban – people live closer to resource but don't know what to do (lack of neighborhood communities)
- get gadgets to show how to use them safety life line (channel gadgets)
- learning how to use our senses
- no sidewalks
- media hype about danger
- health department interpreting messages about insects/ticks
- fear of getting lost
- convenience – easy excuse
- structured activities get in the way (year-round)
- organized sports

- pressure to achieve
- generation of people who haven't been outside
- lack of extended family
- lack of funding for parks and similar places
- inaccessible due to cost
- amount of homework
- sense of having to be "doing" something
- notion that you have to go "to" the environment/nature
- lack of funding for the schools – like school trips, doing things on school yard, physical education life skills
- funding for everything
- lack of basic tools in schools (i.e. magnifying glass)
- teachers not being comfortable going outside

### **Strategies**

- how to foster family relations
- change amount of homework and make homework more meaningful--ask questions about what homework is given
- change pressure by NCLB by working with the national press
- make sure studies that show results are published and well-publicized
- encourage student community projects – connected to outdoors
- have media change perspective about bad
- corporate funding/civic funding (collaborating with public/private)
- more access through professional development when using the environment as a learning context can increase student achievement – change of teachers practice
- promote professional development for teachers (screen others) – make nature meet NECAP standards
- include PTA/PTO in dialogue about this topic (help develop indigenous leaders for this subject)
- develop an environmentalist/naturalist in residency
- ask schools what needs there are and let them frame what it would look like (not more curricula)
- methods to get to the second level adopters (how to influence administrators/skeptics)
- build parent responsibility- need to do it at home (engage)
- disseminate materials to a variety of groups
- our job is to develop positive message and get media – keep it on the front burner
- local control – how to organize people at local level to get the community
- a unified message—that we don't need more "things" to do
- local papers will pick up short well-written stories
- parent book discussions – their own organizations create opportunity for discussion/forums
- consider hiring environmental educators as specialists
- criteria making for communities with inter connectivity, open space, outdoor opportunities
- sponsor Green School as part of Eddie awards

- “Green City” (i.e. Manchester Chamber of Commerce, with business community engaging all sectors)
- finding way to better communicate with other groups – make sure we don’t reinvent the wheel—need to establish priorities and pool resources
- could use this web-based 2 portal at Promise of Place organization website
- need a credential for K-4 teachers in elementary education science or EE
- effective media approaches (who needs to hear it?)
- core values – use the “bully pulpit” (i.e. Dr. Lynch, Dr. Tracey) with key stakeholders
- keep this issue politically neutral

### **Common Themes**

- power of media (what media does) and power of media to distribute
- parents take responsibility – understand the reason why there are healthy, positive side effects
- societal values
- using kids as ambassadors after exposure to message
- reach out and touch parents
- Title I schools have to spend money on parent education (around reading, math, and healthy values)
- have focus groups for parents to help frame messages
- reach out to urban center parents who are already dealing with a lot of issues
- unified messages
- look at ways for funding
- relationship with schools
- relationships with family values/connections
- connect people to resources – make more people know – piggyback on current projects (build on)
- show long term value to children to become successful

### **Themes – Yellow Group**

- media with a unified message that is taking research and informing “people”
- societal values—need to engage parents, get them to take some responsibility
- developing school/community connections through service learning or green schools
- coordination in letting people know what is already out there and working collaboratively with people who are both likely and unlikely partners

### **#3 Blue Group**

**Facilitator:** Thom Linehan

**Recorder:** Marilyn Wyzga

**Participants:** Greg Bisson, Erin Walsh, Elizabeth Obelenus, Carol Hall, Lillie Green, Sandi Van Scoyoc, Debbie Gleason, Catherine O’Brian, Clare Long, Donna Kuethe, Kerrie Diers, Karina Jolles, Dale Penny

### **What’s Being Done?**

- Audubon Nature Center programs

- school walking paths – community use
- land trusts – trails, lands (Russell Foundation: trail guide partner with schools)
- Great Park Pursuit – New Hampshire parks partnership where participants surprised by number of parks
- classroom gardens – money and outdoor classrooms
- posting school trails/paths on Internet
- hay mazes – agri-tourism
- teaching pre-science teachers
- NH State Council on the Arts – integrated arts/environment projects
- Healthy NH Foundation – funding natural playground
- campgrounds, programs, parks, forests, outdoor EE, AMC, interpretation
- Student Conservation Association youth camps programs where teens lead children
- community garden
- summer camp
- municipal parks/day camp, walking paths – special event “Park Discovery Day” with prizes
- clean-up days (municipal parks)
- Teen Adventure programs
- Walk New Hampshire – partner with state parks, Walk to School Day
- Junior Ranger book (White Mtn Nat’l Forest)
- Snowmobile Association – using trails – recreation activities
- Discover Wild New Hampshire Day
- free fishing day – National Boat/Fish Week
- fishing derby
- Salmon and Trout in classroom programs
- Geocaching and Questing
- Healthy New Hampshire Foundation – winter activities and funding snowshoes
- Nashua bike trail extended – parking
- White Mtn Nat’l Forest Career Day – natural resource careers (partners)
- National EE Week
- Let’s Go Fishing – ice, spin, cast fishing used to teach aquatic education (the fishing is an unstructured, free time component of the program)
- organic CSA (Community Supported Agriculture) – informed education for families
- Envirothons
- creative recycling projects at schools, Connecticut River – arts and environmental connections project
- Farmers Markets
- “Future Farmer”; Future Foresters, etc.
- conservation/environmental camps for schools (like Sargent)
- bike and pedestrian trails
- National Guard – children of enlisted/military kids outdoor camps
- youth hunting days – turkey, deer
- after-school program for Middle School – unstructured
- Girl Scouts & Boy Scouts
- teacher trainings – Forest for Every Classroom, NH Education and Environment Team, Watershed Ecology Institute

- Fairy House Area at Anderson Prescott Farm
- skate parks
- free vs. cost
- structured vs. unstructured
- safe routes to school
- Barry Conservation Camp
- schools/neighborhoods with conservation land such as Nubanusit Co-housing in Peterborough
- recess
- ski, snowshoe programs
- networks of nature centers, conservation, farm programs

### **Barriers**

- education of parents and teachers – address the perceived problems
- time
- overscheduled kids
- loss of open space
- fear – harm in unsupervised places – stranger danger
- insect diseases – health – broken bones – sun
- wildlife (mountain lions)
- risk and fear of risk (coupled with liability)
- funding – buses, program costs
- urban sprawl – spreading cement/commercial development – not walkable places
- lack of public transportation - access
- perception of dangers has changed
- supervision harder when kids not nearby
- parents want guarantees that their kid will be safe in program (“risk management”)
- competitiveness – grades, class rank, starts in infancy
- teachers don’t want to go out – can’t handle kids outdoors, parents too – think kids won’t have fun
- technology – hooked on Game Boy so they’re bored outside
- recess is the first thing to be cut as a consequence for bad behavior – kids who need outdoors lose it
- funding of programs is based on academic improvement being a component
- lack of physical connectivity with communities
- fear of vandalism to footbridges/trails
- parents don’t know the outdoors, didn’t have experience (i.e. with fishing)
- properties posted, no longer open/available
- concern at harming nature – kill frogs, damage trees, etc.
- NCLB – No Child Left Behind mandate
- fear of weather, i.e. rain = melt
- lack money for needed equipment
- small shoulders on roads – no sidewalks
- belief activity can’t be done without equipment
- consumer culture

- less funding for open space programs (LCIHP) and funds for bike and pedestrian pathways
- assumption rural kids don't have same barriers – need to understand their own culture
- fear of sending sick kids to school when they are sick – a program that includes going outside means they get worse
- combined fears – drive kids to school; fear of weather, strangers
- languages and knowledge – for example, what is a “riparian zone”?
- access – things to explore are off trail and the rule is to stay on trail
- role models – parents and television
- Animal Planet and Discovery Channel experienced as alternative to being outdoors
- loss of farm/ranch culture
- “sissy-fication” of our kids – fear of fragility
- news media feeds fear
- drop in mentor participation – mentors cultivate kids' love of outdoors
- backyards not as interesting as they used to be
- not instant gratification – needs patience
- light pollution means not seeing night sky
- outdoor activities are goal-oriented – i.e. catch more fish
- fear in consumer society
- divisions within Environmental/Natural Resource community

### **Strategies**

- provide positive education/information, knowing what opportunities exist
- increase awareness and spreading message – media
- greater need for collaboration/partnering
- create sense of enthusiasm with kids/parents
- integrate environment across curriculum – diffuse fear
- not assume people know about our programs when we use our familiar channels to market
- get involved with more people building our community
- educate local officials – to design livable, walkable, smart growth communities
- take this into our personal lives – we need to be active as individuals in our communities
- understand dollar value/public environment benefit of keeping open, unmanaged space in developed areas
- protect farms and open spaces/more land trusts/conservation lands
- clean up environment to decrease insect disease (like Triple E)
- creative liability – risk management
- free play for adults (risk management) may release liability issue
- keep dirt roads
- educating teachers to a new approach –traditionally, good kids get candy, bad kids lose outdoor privileges, when misbehaving kids need outdoors
- pedestrian ways don't need to be sidewalks – they need to fit the local character
- volunteer – mentor, teach others how to/into classrooms, schools, communities need for educated volunteers
- work with arts/artists who can inspire kids about nature (i.e. violins are made from wood)
- support Main Street New Hampshire programs

- set aside spaces for younger kids reserved for free play
- money, money, money
- finding collaborative ways to deal with risk management – legislation – creative thinking about sharing costs
- courage to reduce number of sports games (structured) and encourage other activities (unstructured); be part of the solution
- leverage existing money through collaboration – look at “strings attached” to further shared goals
- educate – decrease fear of hunting – change stereotypes
- people who are recreating – learn to co-exist and share the resources
- tap into service nature of teens and young adults (volunteers)
- stronger public/private partnerships with federal, state lands
- provide opportunities for teens and kids to be outdoors (camping, wildlife)
- be creative at funding
- linking intergenerational groups – kids and seniors
- community celebrations – not just national holidays where some are locally-based
- universal insurance
- ad campaign with public figures and role models
- address divisions between environmental groups through collaboration
- policy change – zoning ordinances, funding on state, community, and federal level
- coalition building
- celebrating success on a larger scale than within our own programs
- new partners – pediatricians, athletes, artists
- focus on family events – support family unit

### **Common Themes**

- real versus perceived risks
- education, outreach, getting word out about the problem, information and experiences
- policy – land protection
- demystification – fear, etc.
- physical and cultural where civic society should equal participation and deal with building social capital
- collaboration – coalition building to help get funding – managing risk
- mentoring – volunteering
- commercial design and development
- risk

### **Themes – Blue Group**

- education to help with demystification, experiences, reducing fear, mentoring/volunteering
- civic society to build social participation, built environment – community design and development, land protection, cultural connections
- collaboration and coalition building to leverage funding, risk management, education and outreach – get word out about the problem

#### **#4 No Dot Group**

**Facilitator:** Olivia Saunders

**Recorder:** Liza Poinier

**Participants:** John Corrigan, Wendy Brock, Don Shumway, Jenn Barton, Amy Bassett, Paula Tracy, Sharon Guaraldi, Matthew Routhier, David Sobel, Katy Fralick, Tim Albers, Karen Voci, Jeff Fries, Terri Mitchell, Andrea Alley, John Taylor

Frustration: money – so much funding is from grants and we need to be evaluated on wellness but we are evaluated on education – not enough time to be outside

Is information readily accessible to families regarding where they can go to be safe outside? Do we have an infrastructure issue?

Barriers: families don't know how to dress for cold (increase in temperatures below which kids can't go outside in school); "going outside is unhealthy" perception

#### **Define the issue**

- as we look at child inside/outside what does that truly mean? In school-family- media, how do we define?
- parents are so fearful, we seem to be trying to create artificially safe zones indoors...parents afraid of kids being hurt and instead they are "hurt" being inside all the time
- kids are less active/less comfortable going outside—teens have conflicting demands on their time, technology choices
- time issue – for kids and parents
- too much information, we're on information overload – news media when someone is lost heightens fear
- "obsession with order" – look where it is coming from
- "quality time" takes place in vehicles
- children need to have a choice of activities
- do organized sports "count"? makes issues muddy – the kids are outside, but...
- if we are trying to start a movement, we need to define our baseline and decide what counts: creative play, with each other or by themselves, on a team
- kids need one hour physical activity each day – the how is not important
- schools are cutting out recess
- safety perception issues
- people we're targeting are not getting outdoors – not choosing to get out even, in team sports

#### **What's Currently Being Done**

- 'ZIO' program – targeting non-athletic kids, not promoting athletic kids as the end all; the focus is on physical activity of all kinds – jump rope, ballet, etc., recognizing that some activities are indoors but can help develop a habit of physical activity
- activity level – connection to nature; kids "have to get off the soccer fields and into the woods"
- umbrella of physical activity and encouragement, baby steps toward outdoor component

- different types of kids – “don’t need to be on the team to be healthy” find the things that they do like to do”
- fear of mosquitoes – EEE, West Nile – parents want to know what we’re doing to protect their kids from mosquitoes so we may need to do only simple education: long sleeve shirt etc., precautions not withdrawal
- need good actuarial research regarding comparative risk of EEE vs. driving in a car and other everyday risks
- culture is asleep on this issue – we may not realize what’s happening – parents don’t realize or they don’t know what to do
- “playing it safe – winter fun” card – kid friendly, included with passport to Winter Fun program (Upper Valley Trails Network) health improvement program without outdoor focus, but people still want to have indoor activities as a step
- active living by design (changed) be looking at ways to be more active in community, “prescription walking” program – tied to time in nature prescription
- Walk New Hampshire – log miles for kids and families, made prescription pads for doctors – get families and doctors talking about the issue
- 4-H “Get Up & Go” – after-school time – coordinates with Walk NH, detailing all these efforts will help
- “Walking school bus” idea (Safe Routes to schools), “Rolling Bike Train”
- Let’s Go Fishing – families encouraged and taught how to get out and fish
- take a child hunting
- families – parents spend time at the gym, but do they walk with their kids—suggest exercise time and kid time could be combined
- United Church of Christ summer camp (Horton Center) – adults come with child groups, makes them more comfortable with outdoors and hope they’ll take it home (full week family camp)
- Great Parks Pursuit (tried to pick activities where you don’t need a lot of equipment –can do it on your own) one goal is to show families fun – looking in ponds, building shelters...some families had never done, and felt great sense of accomplishment, excited to find out what’s next
- schools can go to State Parks for free in spring
- group trail events – people feel more comfortable if not alone on unfamiliar turf
- tie trails to curricula
- “trails to every classroom” program – Appalachian Trail Conference – teaching teachers how to get out
- building infrastructure – new paths or sidewalks to help people connect
- changing demographics of New Hampshire – teaching new people what it’s about – reframing our parks/develop to get them where they are?
- need database of people and what they do/where they’re coming from
- as leaders, we are not being led to be or teach outdoors, developing the culture
- 21<sup>st</sup> century conference coming up

### **Barriers**

- need more role models/leaders and include them in schools
- not enough information for newcomers on where to go for a short walk – Upper Valley Trails did a book – senior community loves it

- “teaching the sense of discovery” – it is a skill, makes outdoor learning environment so wonderful – we don’t put forth information enough to show that it does affect learning – don’t “teach to the test”, but teach how to learn in a certain way that will keep kids engaged
- how to get this information “out there” and heavily marketed
- workplace wellness – walk breaks for employees with an emphasis on reaching parents through workplace and making them healthier places
- urban areas – there are places but they don’t use them
- where we live – my development has no woods but it is safe, outside, too urban. Vacant lot sold for condos so there’s a lost opportunity for a city to make a park/playground, convenience issues for families
- building sidewalks
- part of “New Hampshire” advantage is we attract newcomers...but F&G, parks have money problems, make people realize that this is a government/political problem--when a development goes in, sidewalks don’t get built because they are expensive
- are there liability issues? Yes-have to do lots of homework because of perceived risks
- school field trips to Bear Brook may be the only trip for some kids to this kind of place, Manchester schools have new requirements that add great cost to field trips – teachers limited in where they can go
- limitations on parents being able to drive – policy-level decisions could improve
- as a society, we are allowing others to make decisions that used to be made by parents
- positions cut

### Strategies

- providing clothing so kids can get out at school
- recruit retired nurses to help with field trips and eliminate money obstacle
- educate educators to help promote part of curricula in schools
- need for great communications and better connections – we are so busy, we sometimes miss the obvious
- package a week’s worth of activities in the state and market under common theme/logo
- CT initiative – advertised through television, schools; there’s a technical component and rewards, they are working on making it regional and sharing their information
- how can we network better – for us and the public?
- what kind of community infrastructure could be established?
- curriculum integration – work with school districts to tie projects together – nature, art, music, math, science
- access is a big issue – especially for urban schools
- economic incentives for developers to create and maintain open space
- zoning: if you do this, you must do this
- cluster development often has opposition, but we should encourage this kind of development, with trails/space/nature as it also serves as attractive to rest of community
- insurance pool or other solution to school/field trip transportation problem
- need political backing for some of these tough issues
- levels of policy – some municipal, state, so go after “low hanging fruit” and get political skills

- maintaining New Hampshire advantage – natural beauty used as collateral to get something done
- Kids’ Cabinet (like Governor Shaheen had)
- money cost of diabetes (for example) there’s more data needed so we can make this connection between relative costs/benefits
- how to package and communicate/educate
- legal system has shifted responsibility from us/families to “someone else”
- redefining success in our culture
- with renewed interest in global warming, people are starting to do some things in the right direction (simpler living/reduced resource use)--it’s about how we live, so we need to stay connected with global warming issue
- economic connections and recreation – ski industry, for example
- try to do more with media

### **Themes – No Dot Group**

- communications – awareness, publicity- “making it cool”
- communications – connectivity
- education – in/out of schools
- health and fitness – healthier kids/families through outdoor activity
- policy – many department heads are talking, which is good
- zoning
- lack of funding
- need for leadership
- access
- inactivity is a major health threat
- lack of time/obsession with scheduling

### **#5 Green Group**

**Facilitator:** Dan Reidy

**Recorder:** Jessica Morton

**Participants:** Judy Mitchell, Emilea Raymond, Laura Remick, Carrie Green, Ruth Smith, Steve Schuch, Pam Hess, Judy Tumosa, Karen Bennett, Richard Pendleton, Joe Drake, Ian Macleod, Tom Burack

### **Currently Being Done**

- summer and school vacation camps, school programs > Nature Centers
- municipal programs
- Get Up NH.com
- NHEET – teacher professional development with PLT, WET, WILD, HOME, Globe, US Forest Service
- Let’s Go Fishing/archery
- health and safety – bug spray, sunscreen, two hours screen time
- family camps
- Hut System (not ready camp)
- EMS – clinics – kayak introduction to environment

- AMC
- REI
- LL Bean
- after-school program
- unstructured play – schools
- parents – taking kids outside, destination has to be driven to
- Great Park Pursuit – DRED
- fire towers – patches – Division of F&L, Cooperative Extension
- Girl Scouts – patches – extension to the outdoors
- gardening program – 4-H
- churches and religion
- accessibility to environment – parking
- community supported arrangements

### **Barriers**

- current transportation – lack of sidewalks, cars
- development
- teaching about what’s not in New Hampshire – rainforest
- lack of knowledge/information
- places – lack of access (budget, safety)
- disassociation with houses/places/work
- diseases – EEE, Lyme
- parents don’t have the information to overcome barriers
- educators – sometimes put fear
- media/communication
- corporations
- urbanized families – no access, no money, no transportation (families in need)
- adults – setting the right examples
- lack of time – choices, values
- peer pressure – to do what everyone else is doing
- school changes cuts in budget, recesses, field trips, teaching to the test
- lack of neighborhood school
- patterns of development
- build ourselves within nature

### **Strategies**

- make it fun
- educating adults who didn’t learn about nature
- media – get outdoors NHPR
- too much structure – over-schooled
- college/admissions/work – show involvement
- make nature “sexy” (massive marketing)
- community-based social marketing
- incorporate/migrants into suggesting on getting everyone outside
- modify (encourage use of outdoors) zoning, and land use regulations (preserve, land conservation)

- setting examples
- liability
- health = suggest getting outdoors
- overcome culture – habits

### **Common Themes**

- partnerships, agencies, regions
- education – media
- lifestyle changes like more available transportation, different developments, promoting health
- values and choices (how we choose to spend time)
- local issues
- changes educational requirements/expectations
- modeling/examples
- changes in perspective
- health issues (feel better to get outside)
- land use/built environment
- media
- schools – project home

### **Themes – Green Group**

- lifestyle changes through health, transportation, values/choices and unstructured play
- local/community land use with the built environment – bring nature into the home
- whole education with the schools as well as adults/community
- media impacts

## Afternoon Session

After lunch, participants were reassigned to new groups via a colored dot system. Teams of facilitators and recorders led them through a discussion of common themes from the morning sessions (which had been posted on the walls in the auditorium during lunch), what they thought success would look like if children and families were more connected with nature, and how to make that success happen through strategies and projects. These strategies and projects were then evaluated using an impact/feasibility grid to determine those projects which the participants thought were of top priority to be worked on first.

### **#1 Red Group**

**Facilitator:** Heather Noyes

**Recorder:** Judy Stokes

**Participants:** Denis G. Gleeson, Cathy Robjent, Wendy Brock, Laura Ryder, Pam Hess, Lelia Meller, David Sobel, Joe Drake, Richard Pendleton, Amy Bassett, Erin Walsh, Carol Hall

### **Themes**

- power of media
- collaboration and coalition building
- policy
- communication (building on success)
- education about the problem
- education system
- parents and changing values
- land use changes, policies
- community design
- structured vs. unstructured time
- making choices and consequences
- funding

### **Success**

- visitation at S/N Parks increase
- bike sales increases
- all summer camps full
- central database listing programs that is monitored and updated
- obesity trends will be reversed
- outdoor media portrays more positive outdoor
- change in views over stranger danger etc.
- school initiatives include environmental education at equal weight
- kids and families think its cool to be outdoors
- state commission or network for children in the outdoors
- doctor prescribe outdoor play
- don't use/withhold recess as a punishment
- more kids playing in backyard
- significant statistical decrease in childhood diabetes
- lowering "screen" time

- adults feel less stressed and are more active, young adults more conservation minded
- more conservation jobs and applicants
- all housing developments will be green with play space and sidewalks
- more diversity in people recreating outdoors and employed in the industry
- increase access to outdoor spaces
- funding is never an issue
- pre-service teachers have a required outdoor course
- increase in conservation memberships
- increase in fishing and hunting licenses

### **How to Make it Happen**

- funding – share it, redirect it, need to be aware of it
- individual commitments to make a change
- collaborative commitment to make a change
- DOT push for alternative access (sidewalks, biking) raise awareness of John Corrigan’s program
- State Commission created for children/outdoors
- establish a common message for all to use with a similar vision
- use existing website replace for information sharing, collaboration
- Michigan initiative (funding/NHPTV) weekly TV show about where to go and find a public event there with increased participation
- Partner with Schools, pass out information about value of exercising outdoors – pass on data
- establish environment education framework
- getting 5-13% of reporters aware of this issue – reach out to teachers and schools. Dr Lynch sends a letter to all schools about this topic – what’s the message? Have to prove the data (cite data) suggest way to change, discuss benefits of taking kids out – your students will be more focused – from Lionel Tracy
- there is plenty of data about regular fitness and smartness requires more physical education, cannot eliminate recess, physical education, physical activity (could be outdoor requirement)
- state funding for summer camp
- connect families with information about where the park is--can the media play a role
- solutions are not entirely in the hands of the teachers
- involved businesses, volunteers get time off to go outdoors with kids
- statewide event to get everyone at school outside
- National Trail Day/Earth Day or in town competition

### **Project Solutions**

#### **High Impact/High Feasibility**

- funding (sharing it, redirect, need to be aware of it)
- Michigan Initiative TV show
- free funding for summer camp
- mentorship with senior citizens
- coalition/grassroots collaboration commitment to make a change

#### High Impact/Moderate Feasibility

- State Commission created for children/outdoors, like Kids' Cabinet
- individual commitment to make a change
- establish a common message for all to use (vision)
- increase physical education and physical activity required outdoor through state Department of Education (also noted as High Impact/High Feasibility)

#### High Impact/Low Feasibility

- using existing website regarding place for information sharing, collaboration
- solutions are not entirely in the hands of the teachers
- employers offer employees time off to volunteer
- establish and implement environment education frameworks (teacher education) (also noted as High Impact/Moderate Feasibility)

#### Moderate Impact/High Feasibility

- connect families with information about where the park is (media to play a part)
- DOT push for alternative access (sidewalks, biking)

#### Moderate Impact/Moderate Feasibility

- National Trails Day/ Earth Day
- toolbox for grassroots messaging
- statewide events to get everyone outdoors, school competition, TV turn off day

#### Moderate Impact/Low Feasibility

- Russell Foundation – trail map distributions
- schools become educational partners

#### Low Impact/High Feasibility

none

#### Low Impact/Moderate Feasibility

none

#### Low Impact/Low Feasibility

none

### **#2 Yellow Group**

**Facilitator:** Charlie French

**Recorder:** Judy Silverberg

**Participants:** Jeff Fries, Sharon Guaraldi, Kevin Peterson, Esther Cowles, Bonnie Guevin, Debbie Gleeson, Sandi Van Scoyoc, Iain Macleod, Greg Bisson, Julia Steed Mawson

#### **Themes**

- dissemination of data as well as conduct research
- media – power/working with
- training for teachers, after-school, architects, youth leaders

- resources = education, “whole education” in and out of school
- policy change – collaboratively and individually
- power of parenting and support them
- collaboration
- demystification of fear
- access – where are the resources

### **Success**

- walk around hearing kids playing outside
- when you ask children where their favorite place is, it would be outside
- healthier children and adults
- schools will see outdoors as first classroom
- every school uses the Environmental Learning Concept
- we would see recess
- lower number of Individualized Education Plans
- overall school improvement
- lower use of medication and diagnoses
- happier teachers
- fewer discipline
- higher utilization of public open spaces
- children and adult understand ecological concepts
- economic benefits from people using outdoors
- Parks and Fish & Game fully funded
- media lead off with positive outdoor experience
- nature-based You Tube videos
- increasing time outdoors and compassion
- lower crime rates
- build social capital
- unified cohesive way to approach education in the community, we will work together, make kids the best they can be
- developers, architects, real estate will understand and this will reflect on children and family
- shift of federal and state government away from roads and more pavement to open space
- it will be cool for people to be outdoors
- increase sales of outdoor gear and equipment
- decrease carbon use to help with global climate change
- interdisciplinary folks to provide leadership and focus for future
- majority of kids would walk safely to school
- adults would model behavior
- Apple and Microsoft computer has a pop up with an automatic shut off – It’s time to go outside
- bumper stickers – Time To Go Outside
- no bags at grocery store
- challenge – what can actually be measured
- see more in media about individual opportunities and activities
- more youth going into “green” careers

- increase summer camp and outdoor living programs for families
- jamboree for families/kids

### **How Can We Make It Happen**

- consistent/concise positive message about getting kids and families outside (tested use of message)
- build on other great ideas like great park pursuit
- all agencies buy into same thing
- branding – elevate awareness, this is an official “program” of NH
- parent and family Outdoor Leave Act
- schools/after-school park pursuits
- every community has several quests – (based on Valley Quest), like Geocaching, GPS, look for “treasure”
- consistency in producing resources – reproducible model
- work with realtor/or others to collaborate
- a leadership consortium with broad representation
- less homework, use of time in school differently – more recess
- redesign playgrounds for creative play
- think outside the box
- policy changes
- environmental education into reauthorization of ESA – No Child Left Behind
- reduce teacher manuals/think use creatively
- all teachers have an understanding of nature before they begin teaching
- larger conference to learn about research
- parent and children focus groups
- legislative policies will have a green presence within RSA’s
- ecological/sustainable standards
- physicians/PA relative to go outside – give prescriptions for going outside
- research

### **Finalized List of Programs**

- focus groups for children, parents, teachers with outcome of solutions
- consistent, concise message/branding from most respected people in the state
- common sense risk assessment especially regarding outdoor field trips
- written plan that sets the steps as a living breathing document
- clearinghouse group where everyone can go to get the information/materials in “one place”
- web2 – Promisedplace.org
- leadership/team called “Governor’s Commission” on children in the outdoors
- provide positive media messages--lots of it – consistent – repetitive (tie to consistent messaging)
- strategy for informing/expanding key stakeholders like a conference or a personal meeting
- larger conference for families, communities, youth and stakeholders
- identify/evaluate/implement policy change at local/state/federal
- each of major disciplines to have 3-5 actions committed to it

- reach all of our citizens based upon what is needed for different groups

### **Project Solutions**

#### High Impact/High Feasibility

- consistent message

#### High Impact/Moderate Feasibility

- leadership consortium with wide representation (also noted as High Impact/High Feasibility)
- written plan that sets the steps and then follow them (also noted as High Impact/High Feasibility)
- need a clearinghouse organization or place to get information (also noted as High Impact/High Feasibility)
- people that can get to the Big Guns to help strategize (also noted as High Impact/High Feasibility)

#### High Impact/Low Feasibility

- find mechanism to reach all of our citizens
- ID and evaluate and implement policy A
- positive media message and lots of it (also noted as High Impact/Moderate Feasibility)
- each of the major disciplines to have 3-5 action commitments (also noted as High Impact/Moderate Feasibility)
- common sense risk assessment (also noted as High Impact/Moderate Feasibility)

#### Moderate Impact/High Feasibility

none

#### Moderate Impact/Moderate Feasibility

- focus groups of parents and kids
- conference for families and youth, the EP

#### Moderate Impact/Low Feasibility

- a leadership consortium with broad representation
- Governor's Commission on children and elders

#### Low Impact/High Feasibility

none

#### Low Impact/Moderate Feasibility

none

#### Low Impact/Low Feasibility

none

### **#3 Blue Group**

**Facilitator:** Thom Linehan

**Recorder:** Marilyn Wyzga

**Participants:** Ruth Smith, Jen Devost, Jen Bourgeault, Linda Mattlage, Terri Mitchell, Philip Bryce, Tim Albers, Clare Long, Wally Strauch, Andrea Alley, Donna Kuethe

### **Themes**

- power of media with technology, gadgets and games
- parents – educating them
- culture change – fear, values, lifestyle change
- need for unified message
- communication – get message out and educate caregivers
- opportunities and places to be outside
- land use – built environment – local communities
- educating entire community
- educating – formal education as well as increase of media to builders, etc.
- collaboration and communication
- mentoring and volunteers
- risk management
- policy
- education – internal (self experience) and external (at the issue)
- civic society
- funding
- educating leaders – how do we do this?
- factors that inhibit our programs (weather, cost...)

### **Success**

- seeing children and adults outside in neighborhoods
- parks usage increased
- obesity rate decreased
- all schools have recess, including high school
- after-school programs assessed on health/time in nature and free creative play
- increased resources available and existing resources used more – Boys/Girls Clubs, Scouts, etc.
- presence of mentoring programs in schools, evening classes (visibility of)
- hunting/fishing license sales increased
- sales of outdoor equipment increased
- more band-aid sales and broken bones
- increased dirty fingernails
- communities working together to build collaborative outdoor spaces
- regulatory environment supports conservation and natural resources
- line item in state budget for outdoor education
- more kids walk/bike to school or bus stop
- happier, less stressed kids – less use of antidepressants, fewer tummy aches, etc.
- academic scores increased
- increased enrollment in natural resource schools/programs
- all daily newspapers have regular environment column
- media personality as “the outdoor person” eco-hero

- changes in policy (such as for liability)
- every year, every child reports at least one outdoor experience
- more cluster development, allowing for green space
- media reports facts as opposed to myths
- parents in an uproar, asking schools why kids are not outside
- more celebrations/awards for outdoor activity
- businesses look for ways to support outdoor activity, kids and parents and providers of opportunities
- eliminate parent excuses for kids not being outdoors
- everyone's electric bill decreased

## **Project Solutions**

### High Impact/High Feasibility

- awards/celebration for group making the biggest difference
- measure for quality/content of new programs or opportunities
- a kids focus group comprised of kids (cabinet of kids)
- public –all day (fall) forum with Richard Louv speaking

### High Impact/Moderate Feasibility

- policy – state/town/city Master Plans include this message and intent
- legislation for schools to establish an equivalency for outdoor classroom work
- continue the Great Parks Pursuit

### High Impact/Low Feasibility

- integrate videogame experience with outdoor experience
- evaluate existing programs for their success and fill in gaps
- reduce or eliminate liability barriers – media and legislation (also noted as High Impact/Moderate Feasibility)
- paid staff person to continue after today (also noted as High Impact/Moderate Feasibility)

### Moderate Impact/High Feasibility

- statewide geocaching event
- slogan, logo collaborate on promotion (common branding or common flag)
- workshop/seminar on safe outdoor practices
- parks and recreation be a resource for ideas/information (not just programs)
- “Expo” or “show” on theme of getting kids outside
- incorporate free play time with existing programs
- Governor’s “Kids Cabinet” on this issue
- Governor’s Commission on Children in the Out of Doors

### Moderate Impact/Moderate Feasibility

- Junior Ranger type community program
- “growing the choir”--attending conferences outside our field to spread message
- more national service opportunities
- revive the outdoor roots of programs like Girl Scouts

- clearinghouse – environmental council to promote all we do (also noted as High Impact/Moderate Feasibility)

Moderate Impact/Low Feasibility

- establish a volunteer mentoring program to help families get out

Low Impact/High Feasibility

none

Low Impact/Moderate Feasibility

none

Low Impact/Low Feasibility

None

**#4 No Dot Group**

**Facilitator:** Olivia Saunders

**Recorder:** Liza Poinier

**Participants:** Steve Schuch, Emilea Raymond, Karen Acerno, Mary Goodyear, Karina Jolles, Jim Campbell, Catherine O’Brian, Elizabeth Obelenus, Rob DuPont, Katy Fralick, Karen Voci, Jenn Barton, Dave Anderson, Carrie Green, Karen Bennett

**Themes**

- collaboration
- communication
- education/outreach
- demystification
- civic society
- policy
- mentoring
- land use planning and zoning
- risk
- access

**Success**

- total of 15%? 100%? more than 6% the current level of kids getting 1 hour/day of unstructured outdoor time
- decrease in obesity rate: return to 1960’s level (4:1) reverse the trend
- kids with healthy weights
- healthy lifestyle for kids and families
- more kids riding bikes to school
- more bikes than cars
- more bike paths
- bike use increases by 2019
- every school in New Hampshire has garden and outdoor space
- every school allows kids time and space outside, everyday

- link – statewide organizations/people through events/programs
- increased use of natural places (parks) in New Hampshire
- increased enrollment in outdoor summer camps
- increased funding and money assistance for outdoor programs
- reevaluating things you can/can't measure with standardized testing (Maine recently reduced amount of testing)
- coordinated marketing strategy – all agencies behind plan to publicize our natural/recreation resources to include all levels – free stuff, camps...
- kids ask to not go out in car during herp migration (increase in wildlife awareness)
- decrease in electronics sales
- decrease in amount of time spent in front of screens
- improved merging of tech with outdoors
- increase of fishing/hunting license sales
- having Fish & Game recognized as important enough to get state general fund money
- develop naturalist-in-residence program for onsite education and student/family education
- more emphasis on local ecosystems and species – graduating students know these basics
- community developers would create yards/backwoods/common ground

## **Project Solutions**

### High Impact/High Feasibility

- start while kids are young so they can make better choices
- tying in with “real world learning” (high school credit for work in natural world – develop program to make available)
- have a meeting with middle schoolers and talk more to young people about the issue and strategies, include urban, rural
- make Leave No Child Inside summit an annual event and make sure to include more constituencies (legislators, urban...)
- high visibility “week of activities” or “Get Out Week”
- maintain this network of people at the Summit and put together into campaign/event

### High Impact/Moderate Feasibility

- look at successful models for urban outdoor spaces (land creating)
- develop publication for parents with regional resources
- when there's a new building project, think about “kid corridors” to increase access to places for children
- develop an educational session for AIA members
- find ways to influence designers, policy makers, transportation people, education administrators to plan early for best building and green practices

### High Impact/Low Feasibility

- “encourage more process” to relax
- make things affordable
- fewer barriers to field trips in school
- talk less/listen more to kids...less direction by adults and more choices for kids

Moderate Impact/High Feasibility

none

Moderate Impact/Moderate Feasibility

- custodians collect lost and leftovers – keep for classroom use – “clothing bank” for school
- communication/publication program adopted by all Chambers of Commerce
- work with New Hampshire consortium of librarians to get information out (also NH state library has CHILIS – children’s librarian network)
- market through state and county fairs

Moderate Impact/Low Feasibility

- educate parents about how to dress appropriately for the weather

Low Impact/High Feasibility

- lively presentation at principals, PTO/PTA’s, Superintendents Association annually to bring those issues/messages into schools

Low Impact/Moderate Feasibility

none

Low Impact/Low Feasibility

- kids go thrift shopping

**#5 Green Group**

**Facilitator:** Dan Reidy

**Recorder:** Jessica Morton

**Participants:** John Taylor, Kerrie Diers, John Corrigan, Laura Remick, Marianne O’Connor, Cathy Chesley, Judy Tumosa, Gordon Russell, Angela Roberge, Allison McLean, Regina Flynn

**Themes**

- involving parents
- civic society with volunteerism in communities
- training adults – reach children
- lifestyle change with more of a focus on health, transportation
- media – challenge/opportunities
- cultural change regarding land use and planning
- free outdoor play lacking > videogames, etc.
- policy issues on health and helping Fish & Game and DRED with a lease as well as change Heritage Program cut and deal with lack of sidewalks
- liability issues – temperature, water, recess
- communications – inform public
- collaboration – money overlay
- formula > EE out to public
- keep simple by making message BIG > united front

## Success

- bug bites
- pre/post surveys/promotion >ski resorts = State Parks/programs
- ask participants about usage data, benchmarks (DRED, Fish & Game)
- health surveys – obesity, leveling
- awareness – measuring
- policy changes/white paper – media
- survey through school to parents asking what’s your idea and having a poster contest
- managing data
- determine % of people wanted to be reached with marketing and public relations with corporate America

## Project Solutions

### High Impact/High Feasibility

- use Internet to accomplish shared vision
- form new partnerships
- everyone speaks the same language, shared vision
- clearinghouse (P.O.P.)
- projects fun and educational

### High Impact/Moderate Feasibility

- integrate outdoors into classroom
- target program K-3 and parents
- accessible exposure (also noted as Moderate Impact/Moderate Feasibility)

### High Impact/Low Feasibility

- long-term project
- active living by design

### Moderate Impact/High Feasibility

none

### Moderate Impact/Moderate Feasibility

- wellness policy to incorporate Leave No Child Inside

### Moderate Impact/Low Feasibility

none

### Low Impact/High Feasibility

none

### Low Impact/Moderate Feasibility

none

### Low Impact/Low Feasibility

none

## Top Three Ideas

### **Group #1 (Red Dot)**

1. Unified vision and message (positive)
  - larger message does not get diluted by everyone's individual/organization goals
2. Collaboration and coalition building
  - grassroots to state level, toolbox
3. Partner with schools to reach families

### **Group #2 (Yellow Dot)**

1. Consistent messaging
2. Written plan that sets the stage – living, breathing document
3. Leadership consortium with wide representation

### **Group #3 (Blue Dot)**

1. Media campaign – PSA's, slogan, logo
2. Governor's Commission on Children and Outdoors (impacts legislation, policy, rules)
3. Regional "Getting Kids Outside" exposure

### **Group #4 (Green Dot)**

1. A coordinated multi-day event with great publicity "Get Out!"
2. Do this Leave No Child Inside summit again and invite the kids
3. Develop the "it" and the message so we are all coordinated

### **Group #5 (No Dot)**

1. Shared vision and message
2. Forming new partnerships
3. Promoting the "Get Outdoors" message

After hearing from Cheryl Charles and her words of wisdom as we move forward, each group nominated a spokesperson to tell the large group what their top 3 strategies/projects were as the initiative moves to the next phase of action. The meeting adjourned at 3:30 pm.

The follow-up meeting for this Summit will be held on June 28, 2007 from 8:30 am to 11:30 am at NH Fish & Game Department, 11 Hazen Drive in Concord. For more information, please contact Marilyn Wyzga at [Marilyn.C.Wyzga@wildlife.nh.gov](mailto:Marilyn.C.Wyzga@wildlife.nh.gov), or 603-271-1197.

## Participants

Karen Acerno	Massabesic Audubon
Tim Albers	SCA New Hampshire Conservation Corps
Andrea Alley	NH Hospital Association
Dave Anderson	Society for the Protection of NH Forests
Jenn Barton	White Mountain Regional School
Amy Bassett	NHDRED, Division of Parks and Recreation
Karen Bennett	UNH Cooperative Extension
Greg Bisson	NH Recreation and Parks Association
Debbie Black	Keene State College
Jennifer Bourgeault	GLOBE Program UNH
Wendy Brock	UNH Cooperative Ext, 4-H Youth Development
Philip Bryce	NHDRED, Division of Forests and Lands
Thomas Burack	NH Dept of Environmental Services
Doris Burke	Public Service Company of New Hampshire
Jim Campbell	NH Planners Association
Alice Chamberlin	Executive Dept Office of the Governor
Cathy Chesley	Hopkinton Independent School
Chelsea Conaboy	Concord Monitor Publishing Company
John Corrigan	NH Department of Transportation
Esther Cowles	NH Project Learning Tree
Helen Dalbeck	Amoskeag Fishways
Jenny DeVost	Upper Valley Lake Sunapee Regional Plan Commis
Kerrie Diers	Nashua Regional Planning Commission
Joe Drake	PLUS Time NH
Robert Dupont	Open Head Media
Regina Flynn	NH Department of Health & Human Services
Katy Fralick	Plymouth State University
Charlie French	UNHCE/Facilitator
Jef Fries	Horton Center on Pine Mountain
Michelle Gagne	University of New Hampshire
Denis Gleeson	The Nature of Things
Debbie Gleeson	The Nature of Things
Mary Goodyear	NH Project WILD / NH Fish and Game Department
Carrie Green	Girl Scouts of Swiftwater Council
Lillie Green	Office of Governor Lynch
Sharon Guaraldi	NH Fish and Game Department
Bonnie Guevin	NH Association of Realtors
Carol Hall	Russell Piscataquog River Watershed Foundation
Pam Hess	Appalachian Mountain Club
Ethan Hipple	SCA New Hampshire Conservation Corps
Beth Hogan	UNH Family Studies
Karina Jolles	Let's Go Fishing / NH Fish and Game Department
Donna Kuethe	NH Recreation and Parks Association
Shawn LaFrance	NH Hospital Assoc/Foundation for Healthy Com

Thom Linehan	UNHCE Family Development/Facilitator
Clare Long	US White Mountain National Forest
Iain MacLeod	Squam Lakes Natural Science Center
Linda Mattlage	Concord Pediatrics
Julia Steed Mawson	UNH Cooperative Extension
Jan McLaughlin	NH Dept of Education
Allison McLean	NHDRED, Division of Parks and Recreation
Lelia Mellen	National Park Service Rivers & Trails Program
Judy Mitchell	Concord Pediatrics
Terri Mitchell	Hillsboro Deering Elementary School
Jess Morton	NH Project WET/NH Dept of Env Svcs/Recorder
Heather Tall Noyes	UNH/Facilitator
Elizabeth Obelenus	Northeastern Organic Farming Association
Catherine O'Brian	NH State Council on the Arts
Marianne O'Connor	Bicentennial Elementary School
Richard Pendleton	Nubanusit Neighborhood and Farm
Dale Penny	Student Conservation Association
Lee Perry	NH Fish and Game Department
Kevin Peterson	NH Charitable Foundation
Liza Poinier	NH Fish and Game Department/Recorder
Emilea Raymond	4-H
Dan Reidy	UNHCE/Facilitator
Laura Remick	North Country Health Care Consortium
Angela Roberge	NH Parent Teacher Association
Cathy Robjert	Kearsarge Regional Elementary School
Matthew Routhier	Granite State Landscape Architects
Gordon Russell	Russell Piscataquog River Watershed Foundation
Laura Ryder	NH Fish and Game Department
Olivia Saunders	UNH/Facilitator
Steve Schuch	Night Heron Music
Don Shumway	Crotched Mountain Rehab
Judy Silverberg	NH Fish and Game Department/Recorder
Ruth Smith	Kearsarge Indian Museum
David Sobel	Antioch New England
Judy Stokes	NH Fish and Game Department/Recorder
Wally Strauch	Caring Community Network of the Twin Rivers
John Taylor	Upper Valley Trail Alliance
Lionel Tracey	NH Department of Education
Paula Tracy	Manchester Union Leader
Judy Tumosa	Bath Conservation Commission
Sandi Van Scoyoc	Healthy NH Foundation
Philip Vaughan	NH Public Television
Karen Voci	Harvard Pilgrim Health Care Foundation
Erin Walsh	NH Project Learning Tree
Marilyn Wyzga	NH Fish and Game Department/Recorder

**Steering Committee**

Marilyn Wyzga, Chair  
Tim Albers  
Shari Colby  
Katy Fralick

Michele Gagne  
Karina Jolles  
Julia Steed Mawson

Jessica Morton  
Laura Ryder  
Judy Tumosa

**Facilitators and Recorders**

Charlie French  
Thom Linehan  
Jessica Morton  
Heather Tall Noyes

Dan Reidy  
Olivia Saunders  
Judy Silverberg

Liza Poinier  
Judy Stokes Weber  
Marilyn Wyzga