

# directions

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## Nature Centers Lead in Green Building Certification

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**A**S YOU READ THIS ARTICLE, consider the space and energy around you: the walls that surround you, the floor beneath your feet, the electricity that powers your digital devices, the nearest sources of food and potable water. Take note of where these objects came from and where they will go in the future. Are they sustainably or locally sourced? Does your energy have an overall destructive or regenerative impact?

These are questions that many nature centers and environmental learning centers address as they consider how our field can enact a more sustainable and environmentally-just world. As such nature centers are proving to be leaders at the forefront of "green building," an umbrella term for sustainable construction of all sorts.

This movement of green building has gone through

*(continues next page)*



Indian Creek Nature Center's Living Building Challenge Petal-certified building, "Amazing Space."

Founded in 1989, the Association of Nature Center Administrators is a private non-profit organization dedicated to promoting and supporting best leadership and management practices for nature and environmental learning centers. Serving more than 750 members, ANCA is the leader in the profession.



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a revolution in the past three decades, with a wide variety of certifications growing to qualify what a green building is or does. The first such certification, the **Building Research Establishment's Environmental Assessment Method (BREEAM)**, was established in 1990, but these days perhaps the most well-known certification is the **Leadership in Energy and Environmental Design (LEED) certification**, originally instituted in 2000. Since then other popular certifications have developed, including **Passive House**, **Green Globes**, and the **Living Building Challenge**.

### **Living Building Challenge**

The Living Building Challenge is particularly notable — the organization behind it, the International Future Living Institute, claims on their website that it is “the world’s most rigorous proven performance standard for buildings.” This certification uses seven criteria, identified as “petals,” to certify buildings that “like a flower, give more than they take.” Buildings that fulfill all seven petals are certified *Living*, whereas buildings can also be *Petal* certified if they fulfill three-to-six petals.

The Living Building Challenge launched in 2009 and has since become a gold standard for regenerative design. Its numbers are telling — there are only 52 buildings in the world that are Petal or Living certified as of this writing. For comparison, LEED has certified over 122,000 buildings, with over 95,000 in the US.

It’s remarkable, then, that two ANCA members have completed the Living Building Challenge; **Frick Environmental Center** in Pittsburgh, Pennsylvania is Living certified and **Indian Creek Nature Center** in Cedar Rapids, Iowa is Petal certified, and a number of other ANCA members are in the process of construction and/or certification.

**The Ecology School** in Saco, Maine, is in the process of constructing two Living Building Challenge certified buildings on their newly-acquired property, and President & CEO Drew Dumsch says that other certifications didn’t fit their goals.

“Doing LEED certification, even Platinum, didn’t seem like it was groundbreaking enough,” Dumsch says. “When I looked at the Living Building Challenge ... it felt like it was describing what we wanted to do anyway.”

Jean Wiedenheft, Director of Land Stewardship at Indian Creek Nature Center, reports that they had a similar process. “We looked at LEED, we looked at Green Globes,” she says. “We went with the Living Building Challenge because we liked the rigor. We like that it really is pushing the leading edge of green design.”

### **Weighing the benefits and costs of certification**

Of course, public institutions like nature centers aren’t doing such an intense certification process just for the result of a sustainable building to keep to themselves — there’s an aspect of demonstrating to the public what is possible, and how visitors might design their own spaces and energy consumption/production in the future.

“It’s a way for us to provide resources and knowledge to the community and really show how we can create a more sustainable future,” Wiedenheft says.

Part of that demonstration is not just in the product, but in the pro-

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*The Ecology School's property, River Bend Farm, which will feature two Living Building Challenge Living-certified buildings.*

cess — after all, it's not the actual nature center staff who are single-handedly building the structures. By involving local construction workers, architects, and resource providers, one project introduces novel sustainable construction techniques to those local audiences. According to a [Mainebiz article](#) about The Ecology School's buildings, one lum-

ber supplier even acquired Forest Stewardship Council certification because of that project. Dumsch also mentioned how the certification significantly reduces carbon emissions throughout the development and construction processes.

Naturally, it's not easy to meet the Living Building Challenge standards. Both Dumsch and Wiedenheft noted that the process was

significantly more expensive than standard construction techniques, due to a longer planning process and cost of materials. In the case of Indian Creek Nature Center, the organization did not pursue the *Materials* petal because of prohibitive cost involved. Wiedenheft estimated that if they had wanted that petal, they would have lengthened the construction process by

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a year, and “would have increased fundraising to the point where we would have been very challenged to do it.”

Depending on an organization’s audience, that extra cost may or may not be worth it. For Indian Creek and The Ecology School, both organizations feel that pursuing such a certification was the right choice for fundraising. “Our hope was that being so big and bold and visionary on this project that we would attract more funding rather than less, had we done LEED platinum, WELL building, Passive House or some of the other certifications out there,” Dumsch says. The certification also provides benefits of name recognition, and offers more visibility through the certifying organization.

The expense may not necessarily align with an organization’s goals, though. Wayne Turner, who currently works with the [Wasatch Mountain Institute](#), has been involved in major construction projects with the [Teton Science Schools](#) in Jackson Hole, Wyoming and the [Ashokan Center](#) in Olivebridge, New York. In both cases the organizations chose not to pursue green building certification.

Speaking specifically of the Teton Science Schools project in the mid-2000s, Turner says that they considered LEED certification but noted that it would have driven up costs — and being in a fiscally-conservative area, this would have been a significant challenge for fundraising. “As a consequence, we reluctantly chose to not pursue the certification but decided actively that we would design these facilities and these buildings ... in such a way that they would be very environmentally-thoughtful.”

Turner says that with their focus

on sustainability, the buildings were still a model for the organization’s audience, even without a specific certification. “At the time that we opened the Jackson Campus in 2005, they had to have been the highest-performing buildings in the state of Wyoming.”

Because of Indian Creek Nature Center’s commitment to the Living Building Challenge, however, they have been able to expand upon programs and their relevance to the community. Attendance has doubled since the new building was constructed, and now the center offers programs on sustainability that wouldn’t have been possible before. While such expansions may still have been possible without the certification, the organization has clearly benefited from the attention surrounding its certification, and it can claim it has the first — and presently only — Petal-certified building in Iowa.

### **The larger picture of sustainability**

The new growth of green building construction is just one part of how nature centers are on the forefront of sustainability in their communities. Both Indian Creek Nature Center and The Ecology School see their buildings as a piece of the puzzle, and it’s notable that each organization has also acquired land specifically for sustainable agriculture.

For The Ecology School as a residential environmental learning center, Dumsch wants a holistic experience that opens visitors’ eyes to the possibility of a truly sustainable world. To that end the organization is even pursuing another certification from the International Future Living Institute, deemed the Living Community Challenge — and according to Dumsch, The

Ecology School is the first organization to submit a complete master plan for the certification.

“It’s not only the buildings,” Dumsch says. “It’s agriculture, community, resiliency, transportation.”

Wiedenheft agrees that it’s central to Indian Creek’s operations to show all aspects of sustainability.

“Nature is more than just the plants out there,” she says. “Nature is part of everything people do in their everyday lives, so helping them recognize that and being a model for what people can do is really important as a nature center.” ❄️

*Note: see some of these buildings in person! Indian Creek Nature Center will host the [2020 ANCA Summit](#) this September, and The Ecology School will host the [Residential Environmental Learning Center Gathering](#) in January 2021.*



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# Director's Notes

Jen Levy, Executive Director  
ANCA — Logan, UT

**I HOPE YOU ARE ENJOYING** a happy and healthy start to 2020. We wrapped up 2019 on a hugely positive note as we met our Fall Fund Drive goal of raising \$10,000 to match the gifts and pledges made by the ANCA Board of Directors. To date we have raised \$24,000 toward our ANCA Annual Fund goal of \$37,000. Our fiscal year ends in June and although we still have a significant amount to raise, I am optimistic thanks to the enthusiastic response so far. I am grateful to our community for support of our strategic priorities including promoting diversity, equity, and inclusiveness (DEI) in our organization, developing an Advocacy Policy, and maintaining ANCA as the leading source for professional development tools and relevant resources for leaders and aspiring leaders in the nature and environmental field. The ANCA membership has grown to 750 individuals making our peer network stronger than ever!

This past fall, we supported a record number of centers with ANCA Peer Consults. From September through November five ANCA Peer Consult Teams worked with nature centers to provide guidance and assistance on issues including; succession planning in preparation for the retirement of a long-serving executive director; improving communications and relationships between multiple partners; assessing the building and grounds updates needed to optimize conservation and education goals, visitor experience, and income generation; positioning a

center as a community leader and enhancing financial stability; and addressing infrastructure and priority projects to support a growing and increasingly diverse community. I am grateful to the eighteen ANCA members who volunteered their time to serve on the teams. See our [Peer Consult page](#) for more information, such as the upcoming Peer Consult Financial Aid application deadline of March 15.

Looking ahead, we are making plans for the 2020 ANCA Heartland Summit in Cedar Rapids, Iowa in September. Save the date for September 14-17! This year's host, Indian Creek Nature Center, has a rich history with ANCA including hosting the first ANCA Workshop in 1990. Since that historic meeting, the nature center, whose mission is to create a more



sustainable future, has grown significantly. In 2016 they opened one of the 'greenest' buildings in the world, Amazing Space, which is Living Building Challenge Petal-certified, as discussed in this newsletter's cover story. They are





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## Director's Notes (cont. from page 5)

also demonstrating their commitment to sustainability with their newly acquired Etzel Sugar Grove Farm where they are implementing restorative agriculture to help reestablish Iowa's family farms, watersheds, and environment. Sarah Reding, ANCA Events Coordinator, and I visited with the ICNC staff in November and had the opportunity to tour Amazing Space and the Etzel Sugar Grove Farm. Every Summit offers the unique opportunity to visit another center, learn their story, get an intimate behind the scenes look at facilities, and learn from and share with peers who are doing similar work. Come to Iowa in September — you will not regret it!

We are currently looking for suggestions for Facilitated Discussion at the Summit. What topics are important to you? **Use this form** to tell us about a subject that you either are interested in, have some experience with, or have questions about that is relevant to the nature and environmental learning center profession. And stay tuned ... Summit registration will go live in early April.

Thanks to the support of our community, the ANCA DEI and the ANCA Advocacy Committees are making progress with our strategic priorities. The DEI Committee is very close to recommending a consultant after reviewing several impressive proposals. The scope of the work will include a review of our current practices related to DEI, training for the ANCA board, staff, and membership, and recommendations for the future. In a demonstration of their commitment to this effort, the ANCA board has designated \$11,220 from the ANCA Endowment distribution to fund this effort. We are in the process of raising the additional funds needed to move ahead. This

work is important because we want to help ensure that the demographics of people who lead, work at, and engage with our member institutions mirrors the changing demographics of people who live in the United States.

The ANCA Advocacy Committee met recently to review the first draft of the policy they presented to the board in August. We are close to defining our policy, the process we will utilize to act, and the resources necessary to support our members. In having a policy, we can better support your organization as you navigate advocacy issues, such as **encouraging voting** or other local issues.

Please contact me at the ANCA office if you want to be more involved in our efforts and strategic priorities or if you have any questions. I wish you continued success in 2020! ❄️

*If you would still like to support our Annual Fund, you can! We have an additional \$13,000 to raise by June 30, 2020 to reach our Annual Fund goal. Your donations will make it possible for us to continue to support the leaders who turn to ANCA for our programs and services and to connect with our growing network. See our **website** for the various ways to support ANCA.*

# “I need more time in nature!”

Bridget Wood, Park Naturalist  
Meadowside Nature Center / Montgomery Parks, MD  
National Capital Park and Planning Commission

*Names in this story have been changed to protect privacy.*

**I**N NOVEMBER 2018, I womaned an outreach table at Montgomery County Public Schools’ (MCPS) STEM Showcase. Kids of all ages visited the fair, and I talked about Meadowside Nature Center, our opportunities, and our free Youth on Earth program for middle and high school students.

That day I met Diana and her father. Diana attended Youth on Earth’s first session in December 2018, and she has missed few meetings since. In the program, we aim to facilitate teamwork and re-connect participants to natural areas. We are encouraging youth to enjoy nature together and to participate in conservation actions. We want to support youth leaders of all backgrounds, to provide Student Service Learning (SSL) projects, and to guide youth interested in environmental careers.

Previously, I worked as a public school teacher in communities where teachers representing diverse populations were educating diverse populations. The schools were valuable centers of community life. As a new Montgomery Parks naturalist, though, I noticed a contrast between MCPS and nature centers.

MCPS’ demographic data indicates that its students originate in more than 164 countries and speak more than 184 languages. **One study by WalletHub** found that four cities in our county alone place in the top seven most ethni-

cally diverse places in the country.

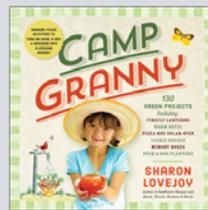
At the nature center, however, we guide many diverse school groups on field trips, but our general visitorship is predominantly white.

## Youth on Earth attempts to bridge that gap

Youth on Earth was created to increase youth engagement in nature experiences; increase diversity in volunteering, internships, and conservation careers; improve access by providing transportation; and to provide fun opportunities, educate, and inspire. At Youth on Earth, kids enjoy time with friends, learn about wildlife, explore habi-

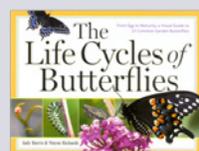
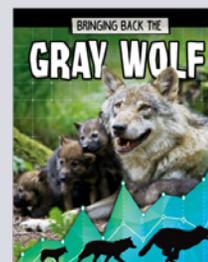
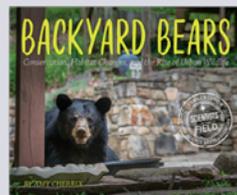
tats, and practice teamwork. Also, youth are mentored by Parks staff and volunteers, hopefully creating valuable connections for future careers.

Diana and her peers have cooperated on multiple projects. We created enrichment and enclosure enhancements for Meadowside’s resident raptors from repurposed materials such as retired firehose, alpaca wool, and oatmeal canisters. We crafted art to affix to windows at Meadowside and at home to decrease bird window strikes. We collaborated with master naturalists and master gardeners to



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clear invasive plants from woods and meadows. We also joined tree experts to learn about caring for young trees and worked together to plant pawpaws and redbuds. We built a garden plot, including a winter cold frame, to produce some vegetables for the nature center's hissing cockroaches, walking sticks, crickets, millipedes, box turtles, and aquatic turtles (but we, too, really ate up the cucumbers).

Through Youth on Earth's projects and partnerships, our primary drive is to re-connect people to nature, spark inspiration, and be an ally on young people's paths to stewardship careers. When my co-coordinator and I did outreach recently at a local high school, we noticed many communities represented in the student population. The point of our program is to facilitate opportunities that diverse youth will choose. That day in the school hallway, we got good feedback on our effort when past participants Sergio and Elizabeth enthusiastically greeted us and signed up for the next Youth on Earth.

### **Recognizing privilege and inequities**

Recently I read a book about the 2017 wildfires that killed forty-four people and destroyed thousands of homes in northern California. While powerfully illustrating his



*Youth on Earth works with Montgomery Parks staff to remove invasive plant species.*

escape and recovery from the fire, the author did not explicitly name his white privilege. Rather, he used words like "luck" and "friends" to describe help from acquaintances who were archaeologists, engineers, contractors, etc. Not acknowledging privilege creates a disconnect. In environmental stewardship, there is a disconnect.

The wildfire narrative reminded me that, as a facilitator of public programs and interpreter of natural resources, I don't want my work to be disconnected from anybody. Community engagement is critical work, and I am learning. At the nature center, where naturalists care for and train resident animals, mentor volunteers, lead programs, and collaborate on festivals, it is necessary for training and staff to be dedicated to community engagement, rather than using only "if we have time" efforts to bridge nature opportunities and under-represented groups.

### **Let's meet people where they are, and listen**

At Meadowside, we are working with school communities to increase youth participation and meaningful nature experiences for everybody. In our area, the majority of ESOL students are Spanish heritage speakers. When we do outreach in classrooms whose majority represent Latino families, who are we not reaching? Do heritage speakers of other languages feel included when we speak Spanish and English? Which words do we use while we're doing invasive and native plant work with youth, the majority of whom are recent immigrants to the U.S.?

Truly, we want to see all local communities represented in nature experiences. But how do we respectfully engage with all communities? I want to dedicate more



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time to meeting people in their communities and listening to leaders. In particular, I notice few African American nature center visitors relative to our area's African American population. I am a white woman, and I want to grow as an ally with African American leaders who are working toward greater inclusion in nature opportunities. At first, I was the coordinator and face of Youth on Earth, but now the co-coordinator is a member of the Latino community. We're making progress, and we look forward to when the whole nature center community mirrors the diversity of public school communities.

Recently I talked with the Activating Parks team leader about our hope for more – and more accessible – nature centers. My colleague proclaimed, "Nature classrooms everywhere!" Elizabeth, too, voiced a vision when we ran into each other at school. "Ay," she beamed, "¡Necesito más tiempo en la naturaleza!" ❄️

# “Osprey Wilds” Takes Flight

Asa Duffee, Marketing & Communications Coordinator  
ANCA — Asheville, NC

**WHAT’S IN A NAME?** While Shakespeare may not have placed great importance on how we label “roses,” any nonprofit leader can tell you that, actually, a name conveys much about an organization. As such, on January 1st the former *Audubon Center of the North Woods* transitioned to a new name, **Osprey Wilds Environmental Learning Center**.

While the organization was established due to efforts from three chapters of the National Audubon Society, the Audubon Center of the North Woods was not actually funded by, nor part of, the national society — yet because of the name, visitors would constantly assume a connection between the two, and also incorrectly infer that the center focused on bird conservation.

*Osprey Wilds* may be a novel name, but it alludes to the center’s history; organization founders observed an osprey on their first visit to the site, hence the osprey has always been in the logo. *Environmental Learning Center* further connects to the organization’s mission, “To instill a connection and commitment to the environment in people of all communities through experiential learning.”

The idea for such a change actually evolved from a discussion about rebranding in 2016, says Executive Director Bryan Wood. At that time the organization hired a company to aid in the process, and they interviewed over 80 constituents about the current brand. “It was clear the name was a source of confusion and didn’t make sense to people,” Wood says.

It took much deliberation, two years, and over 100 name possibilities before the board voted to choose *Osprey Wilds* — and then another year until the organization implemented the new name and look. Naturally, the process wasn’t easy. Woods reports that the board debated the change at length, and the final decision was not unanimous. Some former staff also voiced opposition to the name change.

While acknowledging that letting go of a name means some sense of loss, Wood looks forward to the new organizational identity allow-



*The new logo for Osprey Wilds Environmental Learning Center.*

ing further growth. “Ultimately, I felt that our future depended on drawing in new schools, new audiences, new donors, and that our existing name was hampering our opportunities, brand recognition, and identity to reach more people, so I continued to push for the change. It was a big decision, and I hope it was the right one.” ❄️



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# The “Why” of Summer Camp

Robert Bixler, PhD, Professor Emeritus  
Clemson University — Clemson, SC

**O**VER THE RECENT DECADES, we have become aware that something was missing in our work. Just teaching about nature and the environment is necessary but clearly not enough. That single half-day 5<sup>th</sup> grade school field trip did a great job of teaching the students some science concepts, and may have allowed for play and fun. But even if it was an effective school program, what is missing from that isolated experience?

Formal instruction is rarely mentioned in the growing literature on environmental socialization that describes the life experiences of those who find fascination in nature. Instead that literature is replete with references to childhood play in wild nature, developing habits and preferences over time, frequent and expanding experiences with nature, supportive social groups, nature experienced in non-scientific ways, development of wildland-relevant perceptual and motor skills, habituation to natural irritants, different experiences across human developmental stages, sense of wonder and emotionally-potent experiences, learning ancillary skills, and more. Well-designed summer nature camps powerfully address a number of these environmental socialization outcomes for both the campers and counselors.

Summer camps have been described as settings in which strangers come together in a strange place to do strange activities. The simultaneous formation of a new



Campers enjoying nature at the [Nature Center at Shaker Lakes](#).  
Photo by Dave Brown.



Summer camp at [Warner Park Nature Center](#) in Nashville, TN.

social group, the camper’s adaptation to a wild environment, and practicing novel activities creates an unparalleled opportunity for rapid growth. Parents consistently report that their children have remarkably matured in just a week or two at summer camp.

Camps are at their best when they offer activities not readily available during the school year. The campers get to try different types of nature activities and can then focus on what they find intriguing. Summer camps allow for learning science but also art, music, crafts, folklore, woodcraft, and campcrafts. These wildly differing activities provide new and varied ways for campers to enjoy nature.

Nature playscapes are a common amenity at nature centers because they allow for repeated self-directed play, which itself is a formative experience — and summer camps can build upon such play. Carefully-designed camps provide and reinforce many of the outcomes from nature play plus they provide the next set of developmentally relevant experiences.

### **Developing self and community through nature**

Parents and campers have choices in selecting among types of camps. Most campers choose to enroll in summer nature camps because of the family’s interest in nature. For some campers this will be the first time they are around a large number of peers who almost unanimously share an interest in nature. Summer nature camps provide strong social support for children who otherwise exist in a world engrossed in sports, movies, music, social media, and video games.

Campers are initially strangers to each other. On the first day of camp, campers tend to introduce themselves to their new peers as an idealized version of who they want to be. During their week(s) at camp, they are then self-compelled to become the person they initially claimed to be. This subconscious process helps in establishing the campers’ sense of self as a person who is nature oriented, which explains the rapid maturation reported by parents.

### **Replacing fear and disgust with comfort and confidence**

The most common utterance from the general public about nature may well be “I hate bugs.” Camp provides concentrated, repeated experiences over a relatively long period of time with environmental irritants whether it be heat or bugs. Sweat, dirtiness, and disgust-evoking natural objects become less objectionable to campers with repeated exposure. At a social level, campers benefit by observing their peers and counselors not overreacting to disgust evoking aspects of nature. A camper who is otherwise easily “grossed out” may conclude that perhaps the disgusting parts of nature aren’t so disgusting, even becoming intrigued with insects and other small invertebrates. Repeated exposure and positive role models are critical to this desensitization process. Summer nature camp experiences are ideally structured to facilitate this shift.

Wild nature is difficult to enjoy when a person lacks any experience with it. Gained subconscious-

ly through repeated experiences in wild nature, campers develop wildland relevant perceptual and psychomotor skills. People lacking experience in wild nature, spend a disproportionate amount of mental energy avoiding tripping while walking on dirt trails and assessing the threat-potential of unknown natural objects: Every stick is a snake. Campers who take nature walks and interact with lots of natural objects will be much more comfortable spending time in wild nature. The graduate of a summer nature camp knows a stick from a snake with barely a glance.

The ability to find one's way around a park is an essential skill to develop. Campers will develop a mental model of the nature center, lands and paths and then can make their own wayfinding decisions. As long as they are not led everywhere by a counselor, they will learn about how to use landmarks, nodes and regions to get around and how to estimate the time it takes to travel to and from locations. Opportunities to develop these skills are easily designed into programming.

### Growing the next generation of nature enthusiasts

Summer nature camp is most effective when campers can return each summer for new age-graded activities. While having had frequent experiences with nature creates the habit of choosing nature-based activities, expanding experiences are also critical as children develop. Simpler activities become less appealing. Likeable and skilled nature camp counselors are young enough to be viewed by campers as role models — the type of person the camper wants to become.

The most advanced activity available at summer nature camp is being a counselor. Summer camp counselors who are fun, supportive and skilled are an important part of the nature camp experience for campers. Yet, camp counselors may be the most robust *product* of nature camp. *Docendo discimus* is the Latin principle "the best way to learn is to teach." Investing what may seem like excessive resources into training camp counselors to help them become inspiring interpretive naturalists is money and

time well spent.

Summer nature camps at community nature centers are a key ingredient in the processes that create the next generation of nature enthusiasts, complementing the other efforts of nature centers. Some of the growth experienced by campers (and counselors) occurs almost magically just by being repeatedly in natural settings and taking part in activities within a supportive social group. Yet understanding how summer nature camps can impact the campers (and counselors who work there) can help inform the strategic design of summer camp programming. ❄️

### For reference and further reading:

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Campers showing off at the [Urban Ecology Center](#).



# Feet on the Ground

## ANCA happenings from around the world

### RECENT EVENTS:

*December 9, 2019:*

Warner Nature Center in Marine on St. Croix, MN hosted a regional meeting regarding their salary survey and future region meetings. The group hiked the nature center one last time before it permanently closed on December 31.

*January 24, 2020:*

The **Florida Oceanographic Society** in Stuart, FL hosted a regional meeting on advocacy in nature education. FOS Executive Director Mark Perry and Director of Education Dr. Zack Jud led the discussion.

*February 6-7, 2020:*

**Westcave Outdoor Discovery Center** in Round Mountain, TX hosted a regional meeting about facility management. Special thanks to iZone Imaging and Studio Outside for sponsoring meals.

### EVENTS TO COME:

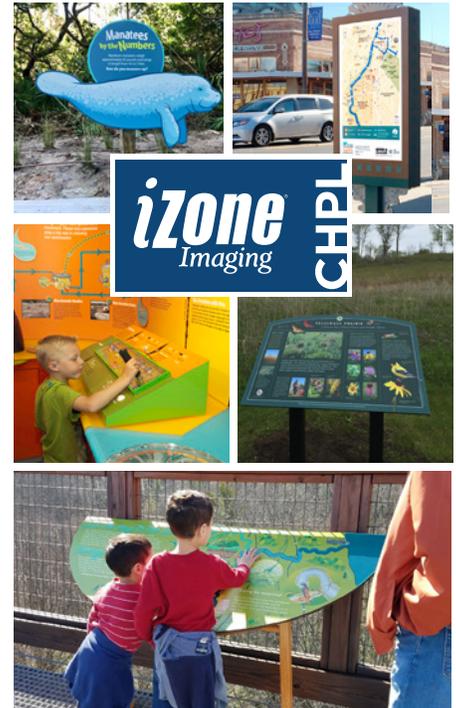
*September 14-17, 2020:*

**2020 ANCA Heartland Summit** at Indian Creek Nature Center in Cedar Rapids, IA.

*January 14-19, 2021:*

**2021 Residential Environmental Learning Center (REL) Gathering** at The Ecology School in Saco, ME.

See more on our [online calendar](#).



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*Above, the regional meeting at the Florida Oceanographic Society. Below, the regional meeting at Westcave Outdoor Discovery Center.*



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