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How Can Environmental Based Library Programming Benefit Communities?

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How Can Environmental Based Library Programming Benefit Communities?

by

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A capstone submitted in partial fulfillment of the requirements for the degree of Master
of Arts in Education: Natural Science and Environmental Education.

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I would like to thank my family for always giving me the best support. Thank you for helping me get through school, and giving me the many outdoor adventures that inspired my love for nature.

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CHAPTER ONE

Introduction

Introduction

The world we have always known is changing, and will continue to change. As technology advances, and cities and population grow, there is a higher need for environmental education. Outdoor education provides many benefits in many different ways. Spending time outside is beneficial to our health, mind, and body. When we bond and connect with the natural world, we are more likely to try and preserve it. Environmental education is more than teaching about conservation and climate change, it is about bonding with nature. There are many different aspects of environmental education to consider. Many people do not understand the social connections to environmental education. The many social issues we face are closely intertwined with our environmental issues. A child that grows up playing and enjoying the outdoors learns to respect the planet and all things that inhabit it. Nature education builds empathy and stewardship. Once we learn to take care of each other, we can then shift focus on taking care of our planet. Nature education is the best way to achieve this goal. In this project, I will be exploring the importance of environmental education and the best way to carry out a productive plan of action through library programming. Libraries are already such a big part of the community, and nature based education is essential to achieve a sustainable future. This is why I am asking the question: *How can communities benefit from environmental education focused library programming?*

As a person with a huge passion for outdoor adventure, I want to advocate for more access to outdoor education for all children. In this chapter, I will be discussing the attributions that led me to love the natural world, and what inspired me to want to spread this passion with others. There are many limitations and obstacles that get in the way of environmental education, but with the right resources, we can make a huge difference!

Background

Growing up, I was always outside with my siblings, cousins, and friends. The summer was our favorite because we got extra time to hang out at the pool, ride our bikes, play hide and seek, or just explore. Some of my favorite memories were times spent camping in the woods with the whole family. These are the memories that bonded me with the outdoor world forever. As an adult, I try to recreate these memories as much as I can and I hope to preserve the world I grew up in for future generations. As an undergraduate student, I began to notice a certain enjoyment for classes like Ecology and Environmental Research. I then began working as an instructor at a nature education center, where I was introduced to the idea of outdoor education. Exploring the world with children gave me a new perspective, “A child’s world is fresh and new and beautiful, full of wonder and excitement. It is our misfortune that for most of us that clear-eyed vision, that true instinct for what is beautiful and awe-inspiring, is dimmed and even lost before we reach adulthood” (Carson, 1965, p. 42). I have always loved being outdoors, but I was able to once again explore from a child’s point of view. I was amazed by the creativity and critical thinking that were being displayed as we went on our adventures. This is where the idea of continuing to provide children with these experiences came to me. After I transferred to work as the youth services specialist at the

local public library, I was able to finally choose a program that would allow me to grow and continue a career in environmental education. I started Hamline's Natural Sciences and Environmental Education master's program with a different mindset of what environmental education meant. After being introduced to the other side, I became very intrigued by the social aspects of environmental education. New ideas like the 'negative impacts of conservation' were presented to me. . I never considered things like environmental injustices or environmental ethics. The social connections to the environment were never taught in the schools I attended before. This is what led me to want to be part of the change. I want to present these new ideas, and offer a new type of nature programming and education. With my background in nature education and new discoveries, I have brought new ideas to our library programming. We have formed new partnerships with the parks department, and try to incorporate nature into most programs. It is my goal to provide the best nature-based library programming that incorporates new ideas. I also hope to one day bring these ideas and mindsets to a new level. As a college instructor, I hope to one day inspire students to love the environment as much as I do. Nature education makes a huge difference during a child's development and a student's life. This is why it is important to provide access to nature education for everyone!

Rationale

Today it seems that many factors get in the way of children playing outside. We live in an age where cities are growing, and technology seems to have taken over. Aside from the obvious challenges, there are other aspects that block children from spending time outside. As we see negativity impact and take over our world, fear creeps into the minds of parents. Parents are afraid to let their children play outside because of the stories

they hear and see on the news. We encourage children to play outside, yet society is being set up for more time inside (Louv, 2008). Children are getting in trouble for not playing outside, yet getting the brand new game consoles as gifts. Video games, social media, online learning, and zoom have consumed us. As life goes on, there are more adults who grew up in the technological age with little quality time spent outdoors. Today, there are many adults who didn't grow up playing outside, who don't have familiarity with the importance of time spent outside. Spending time outside is very valuable to our health, and the more time we all spend outside, the better! Finding new ways to introduce the natural world is important for both children and parents. Time spent outside encourages empathy and compassion. Quality time spent in nature leads to advocacy in protecting it. We begin to understand each other better and treat each other with more respect. Once we become advocates for each other, we become advocates for the planet. Many of the environmental issues we face today can be helped when we solve our social issues first. We cannot advocate for helping the planet if we cannot even advocate for our own species.

Outdoor education is more important than ever before. The positive experiences children have with the natural world are what lead them to take better care of it as adults. My experiences in childhood are what led me to be an avid outdoor adventurer, and pursue a career in nature education. It is important for me to help provide those positive experiences for other kids in hopes that they will also grow up loving nature. The natural world provides an endless opportunity for children to thrive in their development. Nature inspires creativity, and assists in a child finding freedom, fantasy, and privacy (Louv, 2008). It is important to provide effective outdoor education and programming for all

children. There are new ways to incorporate outdoor education that include parents in programming. Introducing the parents who may have fears or who are unfamiliar with nature, helps them grow with their child. Children view their parents as role models and will act as they do. Having parents set an example will help kids also get outside more. There are also many simple but effective ways to include small amounts of nature into programs. Allowing children a significant amount of time outside with free and open play gives them more opportunities to bond with the outdoor world. In fact just obtaining an indoor pet, listening to nature sounds, or reading about nature, has been known to be influential on attitudes (Powers, Williams-Ridge 2018). There are so many ways to carry out effective nature-based learning. Nature education is important in order to achieve a sustainable future. By providing an opportunity to learn about nature, we are helping assist with the social and environmental fight. It is necessary to provide an opportunity for all children, in order to make a change for the environment and society. Libraries are typically free public institutions, and by incorporating nature into programming they allow free outdoor education. Libraries give free opportunities for children to explore the natural world in a guided setting. In order to build a sustainable future, it is important for all children to have these opportunities. The more nature education being implemented, the more advocates we have for future generations.

Summary

This chapter introduced the importance of environmental education and gave a background of how my childhood journey led me to become an advocate for it. It is important for me to give all children an opportunity to love nature as much as I do. These experiences in my life are what led me to ask the question: *How can communities benefit*

from environmental education focused library programming? Outdoor education has many more challenges than ever before. Technology, fear, and unfamiliarity are just some obstacles that block children from having free time outdoors. This chapter examined how to implement simple, but effective ways to make a difference in a child's life with small nature transitions. By spending quality time outdoors we bond to the natural world, and this is the answer to building a sustainable future! A sustainable future is only possible through behavioral change. A child that spends time in the natural world, will spend their entire life being an advocate for it. It is important for library educators to give children that opportunity. Not everyone has the same opportunities, but nature programming allows for this to happen.

The next chapter will explore all the ways environmental education benefits society. Environmental education opens up an opportunity for children to expand their knowledge, and development. In chapter two, I will give some background on what behavioral change is, and how environmental ethics is deeply embedded into environmental education. I will then discuss the many different ways children can benefit physically and mentally from environmental education. I will also dive into different terms such as ecophobia and nature deficit disorder. It is important to know the root of the problem, and discuss why children, and people in general, don't get outside as much. It is important to provide effective programming in order to allow community involvement and promote behavioral change! There are many advocates for nature education who have done their own research. Chapter two will examine the work of others and reflect on these studies, as well as my own. Throughout my research I have learned why environmental education is necessary, and how important it is to a child's

development. Spending time in the natural world helps lift up spirits, offers a mindful space for open play, creativity, critical thinking, and overall is beneficial on health. In this next chapter, I will explain in detail how each of these topics are equally important. Environmental education has become one of the most important growing fields, and chapter two will provide an explanation as to why this field has become a necessity in library programming. Chapter three will then give an overview of my project and the process it took to prepare an adult intended workshop in order to teach local library employees how to incorporate environmental education into programming. Finally, in chapter four I will reflect on my experiences creating this project, and express how I will continue to implement the results I have found.

CHAPTER TWO

Review of Literature

Introduction

As the world changes, it is important to provide an opportunity for all children to have access to environmental education. Urbanization is directly affecting biodiversity and the opportunity for society to spend time outdoors. This directly affects our health, attitudes, well being, and behavior (Colléony, et al, 2019). Environmental education has become the most important growing field, and is necessary in order to build a sustainable future. Libraries offer an opportunity to provide free environmental education in the community. Throughout this chapter we will explore some key concepts in environmental education, as well as some benefits of time spent in nature, asking the question: *How can environmental based library programming benefit communities?*

In order to answer this question, I will provide examples of all the ways nature education benefits the community. I will also be discussing how important public libraries are, and what they have already begun to do to help incorporate environmental education. There are many experts that have already done research in order to provide evidence that nature education benefits us, as well as the planet. In this chapter, I will give an explanation on what part libraries play in environmental education, and how it can make a huge impact. I will also discuss what behavioral change is by giving background on how it leads to taking action. I will dive into several subtopics of environmental education: the role nature education plays on our health, how it enhances critical thinking skills, how it helps foster stewardship and empathy, as well as some of

the positive aspects that came out of the Covid-19 pandemic. It is important to understand why all of these things help strengthen the need for environmental education. Each subtopic in discussion is a key component that leads to behavioral change. Library programming that includes nature education opens up an opportunity for communities to manifest each of these components. This chapter will give background information on each component, and explore the work of research that has already been conducted. Each of these components are important, and help prove why environmental education has become such an important topic. These components are the reason proper environmental education can make such a huge difference. By including these components in library programming, there is a better chance at influencing the community as a whole. This is what can help lead to an attitude shift and a change in behavior. Behavioral change is what ultimately leads to sustainability. The best way to promote a shift in attitude or change in behavior is to teach environmental education.

What is Environmental Education?

Environmental education is the process of informing individuals and communities about environmental issues, and developing the necessary skills to address these issues globally. Environmental education is a broad field that focuses on creating a sustainable future. Environmental education practices ways to help fight environmental and social issues (North American Association for Environmental Education, n.d.). Today there are many communities and groups that are disproportionately affected by environmental hazards. Environmental injustices are real, and affect many people (Environmental Justice Organizations Liabilities and Trade, n.d.). There are many people that do not recognize environmental issues, and do not understand the crisis we are in. Many people

in our society do not even see environmental topics to be important, and do not try to seek more information on it (Thomas, 2013). There are also many that do not know or understand this topic. Environmental education is more complex than just science knowledge, it includes many socio economic issues (Jenkins, 2003). Understanding the social environmental factors are important for society, and sustainability. Recognizing how environmental education benefits societies health and connections, is necessary to influence behavior change (Woolfe & Aron, 2013). It is important to highlight making ethical choices when teaching environmental education. Environmental ethics is described as the discipline in philosophy that studies the moral relationship of human beings to, and also the value and moral status of the environment and its non-human contents (Brennan & Lo, 2015). Environmental ethics follows the values that teach society to conserve, preserve, and manage the environment. These values cannot be achieved without proper education (Taneja & Gupta, 2015). Public libraries can do their part for the community by including this form of education into programming.

The Role Public Libraries Play In Environmental Education

This capstone will focus on enhancing library programming with environmental education. In this section, I will define what a library is and what it truly means to be a public library. The relationship the library has within the community is strong and important. Including environmental education into library programming and services can offer many children in a community a bigger opportunity to become environmentally literate.

A library is described as a place in which reference materials such as books, manuscripts, recordings, or films are kept for use but not for sale (Merriam-Webster,

n.d.). A public library is about serving a community or region. It has become so much more than a building of books, because it offers a safe place of community value. Public libraries have changed and adapted towards a new dynamic that offer so many different services to the community. The purpose of a public library is to provide content and access to services and programs, with a mission to inform and educate (American Library Association, n.d.). The main component in environmental education is to find a way to teach different individuals about different environmental issues, and offer a way to take action to improve it. Environmental education teaches awareness, sensitivity, knowledge, understanding, critical thinking, participation, and how to make a shift in attitude (Environmental Protection Agency, n.d.). Libraries have recently been shown to have a new standard of programming that engages the public in building a sustainable future. Implementing environmental education into library programs and services can help achieve this goal of sustainability. Environmental education has become an important field in librarianship, and should be incorporated into all libraries (Fedorowicz-Kruszewska, 2020).

Libraries can serve as institutes of environmental information. New modern libraries like the Greenpoint Library in Brooklyn, New York, have already taken the steps to include environmental literacy into their architecture and landscaping. This library is not only a library, but also serves as an environmental education center. The Greenpoint Library connected with local community groups and decided to create environmental spaces that the patrons of the community can utilize. This library is the eco “hub” that offers the community free environmental education programming and green spaces to learn in (Nonko, 2020). There are other libraries that are also taking the necessary steps

to include environmental literacy into programming. There are now six US libraries that are now “Nature-Smart Libraries.” A Nature-Smart Library provides nature themed storytimes, and experiential learning activities to promote literacy and environmental education. These libraries offer take-home nature kits to encourage kids to get outside. Nature-Smart Libraries also offer new partnerships with local parks departments (Cities Connecting Children to Nature, n.d.).

The public library has become one of the last free public places left (Howard, n.d.). They serve as a central public space to get involved with the community. Libraries support personal productivity and community engagement that helps improve overall quality of life (American Library Association, n.d.). Public libraries are in urban and rural areas, and have a strong standing in the community. A public library offers a sense of trust, and is easily accessible (Cabello, Butler, 2017). Libraries offer an essential role in any community, and already have established resources for environmental education. The public library offers the perfect opportunity to connect the community with the natural world, and promote a change in behavior (Louv, 2019).

Promoting Behavioral Change

In order to promote environmental behavioral change, we must first restructure what environmental education is. Environmental restructuring refers to modifying the physical environment around someone in order to influence their behavior (Behavior Institute, n.d.). Many people are not convinced enough to make a change, because they don't have enough knowledge on a particular topic. This means there is not enough willingness to take action, and without action a cause becomes ineffective (Boyes & Stanisstreet, 2011). Bringing focus to a cause at a local level is a great way to get the

community involved. Helping your own community is also helping yourself. Locality development focuses on how to improve the community, and is a great way to get people involved (Nagy, n.d.). One of the main desired outcomes of environmental education is to provide society with the proper information to become environmentally literate.

Environmental literacy is the understanding of the skills and motivation to make responsible environmental decisions in the community (Oregon Environmental Literacy Program, n.d.). A higher level of knowledge results in a significant change in environmental decision making. Raising awareness isn't enough in the environmental fight. Providing hands-on activities is an important part of environmental education. People are more likely to get involved if there is an easy way for them to do it.

Involvement leads to taking action, which leads to environmental literacy. It is important for community centers to understand this in order to build an environmental literate society (Coyle, 2005).

Teaching and learning based on a Culturally Sustaining Pedagogy adds a responsibility to teach sustainability, as well as culture, into programming (Tuperanga & Pasifika, n.d.). Culturally Sustaining Pedagogy (CSP) is about utilizing cultures, history, and language to positively impact communities through schooling. It exists wherever education sustains the lifeways of communities (Paris & Alim, 2017). A culturally relevant educator is a person who works to formulate greater awareness of self other dynamics, equitable social relations, engagement in knowledge with the community, and passion for education (Liu, 2019). Education for sustainability focuses heavily on multicultural education. Multicultural education combines the environmental justice theories with multicultural education. There is an increase in cultural diversity with an

increase of representation in environmental education programs (Marouli, 2002). A cultural relevance study on Native Hawaiian heritage found that the Hawaiian people felt a connection to the land because it was such a huge part of their culture. Our cultural relevance is what keeps us connected to nature and can lead to a change in environmental behavior (Gould, et al, 2018).

Libraries already hold such a strong place within communities and neighborhoods (Cabello & Butler, 2017). Public libraries offer free academic knowledge of local and global cultural backgrounds. Today, they have evolved to help provide information on community issues, and offer varying services to find solutions to these problems (Krolak, 2005). Libraries are already established in neighborhoods, with a good relationship in the community, which allows for the perfect opportunity to connect people with the natural world and promote behavioral change. They already act as community centers, are flexible, and are known for being safe. They are the perfect place for outdoor education (Louv, 2019). The library is such a reliable resource for the community. There are many opportunities to utilize this relationship to educate and promote behavioral change, and improve society's overall health, and wellbeing.

The Role Environmental Education Plays On Our Health

Spending time outside is very important for mental and physical health. There is a large amount of evidence supporting the relation between nature and health. Nature allows an escape from our reality of screens, desks, and paperwork. The natural world provides an opportunity for fresh air, creativity, and exploration. Frequent time spent in nature opens multiple pathways that play a role in human health. Large amounts of research focuses on how the positive impacts of having contact with nature affect air

quality, physical activity, social cohesion, and stress reduction (Hartig, et al, 2014). Exposure to nature has shown to provide an overall increase in good mental and general health (Pasanen, et al, 2014). The natural world, such as trees and shrubs, offers a mechanism to reduce air pollutants. Recent evidence suggests that physical activity can have an impact on physical and mental health. The outdoor world also offers a sense of community, which connects people together. Overall, the natural world offers an organic way to reduce stress (Hartig, et al, 2014).

There is a direct correlation between stress relief and quality time spent outdoors. Some scientific studies have proven that spending time outdoors has been linked to reduced anxiety, and attention fatigue. The natural world provides an opportunity to expand the creative mind, and appreciate surroundings. People who spend more time outside have been scientifically proven to be happier overall. Studies have shown that nature is associated with increased happiness and gives meaning to life (Suttie, 2016). Green spaces have been linked to increased happiness, and reduced anxiety and depression (Pasanen, et al, 2014). In fact, nature plays such an important role in our mental health that it can indirectly affect our well being. Having a window in an office, an indoor pet, or listening to nature sounds has been proven to also reduce anxiety and stress (Weir, 2020). Even just a small exposure to the natural world can help our overall well being. The term “nature deprivation” is a lack of time spent outside, and has been linked to depression. Nature can heal, soothe, and restore our minds (Delagran, n.d.).

Mental and physical health are directly correlated to each other. A better mental mind set can lead to making better physical choices (ACSA Resource Hub, 2021). Physical exercise can lead to a healthier state of mind, because it can increase endorphin

levels. Physical exercise also reduces chances of diseases, and helps with weight gain. (Physical Activity- It's Important, n.d.). There are studies that have already been linked to the effects of less time spent outside and how it can lead to different disorders like: obesity and ADHD. The term "nature deficit disorder" describes the isolation of society and nature. Scientific evidence suggests that nature-deficit disorder contributes to a diminished use of the senses, attention difficulties, conditions of obesity, and higher rates of emotional and physical illnesses (Louv, 2019).

Child obesity has reached high levels, and continues to rise. Today's children spend less time outside than any other generation (Children in Nature-National Recreation and Parks Association, n.d.). Studies have shown that more time spent sitting down has also been linked to chronic illnesses like cancer, cardiovascular disease, and diabetes. The study also shows that physical activity helps reduce these illnesses (Beyer, et al, 2018). Regular physical activity is important for a child's overall health (CDC, 2020).

Since environmental education is environmentally focused, learning is centered for the outdoor world. With more outdoor learning and play, children are also obtaining more physical activity. Environmental education is a necessary component in physical and mental health (Pasanen, et al, 2014). A healthy environment is closely intertwined with healthy kids (GreenHeart Education, n.d.). Environmental education offers an understanding of environmental issues while typically combining physical exercise (Minnesota Department of Natural Resources, n.d.). Public libraries can serve as nature connectors by offering free outdoor programming in their neighborhoods (Cities Connecting Children to Nature, n.d.). Recent studies show that some public libraries

partner with different institutions to help assist with social health. Many public libraries have become the frontline of assisting in the needs of the community as a whole (Cabello & Butler, 2017). Time spent outdoors is essential in providing a healthy community. There should be a safe and clean green space that is offered to everyone for an equal opportunity in all communities (Oregon Public Health Institute, 2017). The library offers free services that can reach more people, and improve the overall health and well being of the community.

Enhancing Critical Thinking Skills & Creativity

Aside from health, another important factor in environmental education is the process of teaching critical thinking, and learning to be creative. According to The Foundation of Critical Thinking, critical thinking is the “intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (The Foundation for Critical Thinking, n.d.). Critical thinking skills help children become informed on how to make environmentally friendly decisions (Critical Thinking in Environmental Science, n.d.). Reasoning and judgment are the main aspects in critical thinking (Mogenson, 1997). Children who are prepared to think critically when faced with complex problems are more likely to exhibit complex, environmentally responsible behavior (Masher, Cox, Salina, 2016).

Environmental literacy's main desired outcome is to provide the community with proper skills for critical thinking, problem solving, and decision making for future generations (Oregon Environmental Literacy Program, n.d.). Environmental education

does not advocate a particular viewpoint or course of action; rather, environmental education teaches individuals how to weigh various sides of an issue through critical thinking to enhance their own problem-solving and decision-making skills (Environmental Protection Agency, n.d.). Nature based learning influences critical thinking skills through questioning, investigating, forming hypotheses, analyzing data, and developing conclusions (National Environmental Education Foundation, n.d.). As a result, individuals develop a deeper understanding of environmental issues and have the skills to make informed and responsible decisions.(Environmental Protection Agency, n.d.). Outdoor education enhances critical thinking skills, by providing real world topics and issues that are adjustable learning tools based on age (Howe & Warren, 1989). Environmentally focused learning provides a way for children to develop a sense of responsibility, and motivation (Mogenson, 1997). There is also a heavy focus on environmental injustice issues, and learning from the perspective of others (Christenson, 2004). Learning multiple perspectives helps emphasize issue viewpoints to enhance critical thinking skills (Bradford, n.d.). Perspective is very important in teaching conservation, which is a main factor in environmental education. It is important to understand the needs of the local people, as well as their heritage and culture. Without considering the perspective of others, conservation efforts can have unexpected consequences, and sometimes even backfire (Kohler & Brondizio, 2016). Environmental education nourishes critical thinking skills through inspiring a change of attitude, having children build on prior knowledge and experience to form their own knowledge, allowing a hands on approach for collaborative learning, and inspiring a love for learning (Gallagher, 2016).

Creative thinking plays an essential role in learning about environmental issues, and coping with this information. It allows for creative space to understand, and try to solve new issues. (Daskolia, et al, 2011). The ability to problem solve, adapt, and communicate effectively is important in sustainability. Creativity can be supported by environmental based learning through open and flexible play. The natural world offers many ways to stimulate the mind and enhance creativity, and critical thinking (Kiewra & Veselack, 2016). Creative thinking is multidimensional allowing many different forms of education. Creativity fosters imagination, elaboration, and originality. Children especially learn through play, and it is important for their development to have more opportunities for open outdoor play (Wojciehowski & Ernst, 2018). Art also plays a very large part in the creative aspect of environmental education. We are more likely to care about protecting the planet if we feel a connection to it. Art is the element that keeps us connected to the outdoor world. Using natural substances to freely learn and express feelings is an important part of development (Vasko, 2006). Using art in environmental education allows children to use the power of imagination and storytelling. Art can bring feeling to things, and inspire children to care for the natural world (York, 2014).

Many libraries now offer STEAM in programming. STEAM is an acronym for science, technology, engineering, art, and math. STEAM programs help spark curiosity and interest in children (York County Libraries, 2017). STEAM is responsible for helping children build the necessary skills to make the best decisions. However, environmental education is typically not one of the sciences included in STEAM programming (Malecha, 2020). There is a lack of natural sciences in programming (Malecha, 2020), and a need for STEAM in communities. Public libraries have the proper resources, and

already offer the materials to provide effective STEAM programming (STEAM Resources Task Force, 2016). Studies show that children develop creativity and critical thinking skills through STEAM. Public libraries are a long-standing institution for informal learning that offer opportunities for all children to have the ability to learn important critical thinking skills (Shtivelband, et al, 2016), and are an important source for informal learning (Rahmawati, 2019). STEAM is a great way to incorporate environmental education in library programming to enhance critical thinking skills and creativity. Critical thinking also enhances empathy by learning and engaging with an open heart (Schneider, 2020).

Fostering Stewardship and Empathy

A steward is described as a person who cares for and protects something worth preserving (Dictionary.com, n.d.). A large part of nature education is building stewardship. As a child spends more time outdoors, they bond with the natural world. The bond creates a connection that promotes behavioral change. A planet appreciated is a planet taken care of. Environmental education also teaches children concepts such as recycling and pollution, while inspiring children to want to do their part.

Time spent outdoors may trigger a much greater feeling of connection to nature for a child whose upbringing led them to include nature in their self-identity, compared to a child whose sense of self does not include nature (Andrejewski, 2011). In an interview on Mountain Journal, Richard Louv states that “as children begin their forays into the natural world, we can encourage feelings for the creatures living there,” and “early childhood is characterized by a lack of differentiation between the self and the other” (Wilkinson, 2019). Environmental education programs promote environmental awareness

in communities. Children who participate and learn about environmental issues are more likely to engage in pro-environmental behavior (Larson, n.d.).

Environmental education is responsible for teaching environmental stewardship. Environmental stewardship is the responsibility for environmental quality affected by current actions (Environmental Protection Agency, 2016). The decisions we make today affect current and future generations. In order to manage the earth's resources, we must work on helping improve local and global situations through environmental education (Box, 2017). From the learned critical thinking skills that lead to behavioral change, more people can make informed environmental decisions, and this can inspire others in the community and lead to environmental stewardship (Borhan, n.d.). Environmental education offers hands-on activities that engage youth in active environmental stewardship. Recycling, clean up projects, and community gardening are just some ways environmental education can foster stewardship (Mountain and Sea Adventures, 2016). The ultimate goal of environmental education is sustainability (Sauvé, 1996). Sustainability's primary focus is economic and social development, as well as environmental protection (Mason, n.d.). Stewardship leads to making environmentally friendly decisions (Borhan, n.d.), and sustainable development requires consideration for environmental concerns (Kazakh, n.d.). Stewardship is necessary for a sustainable future.

Education for sustainability also requires acknowledgement and value of wildlife, as well as other humans (Liu, 2019). Empathy is the ability to emotionally understand and care about the perspective of other living things (Wildlife Education, 2017). Studies have shown that children who spend more time in nature are more empathetic (Wilkinson, 2019). Spending time in nature allows for nature connectedness, which gives

value to the natural world (Lumber, et al, 2017). Environmental protection is very important, and raising awareness just isn't enough anymore. Influencing emotions and feelings to raise empathetic environmental stewards is the best way to take effective action (Horowitz, 2013). Having more access to greener environments, especially in urban settings, leads to a more empathetic society and less crime (Miller, 2020). People who have a connection with nature are proven to be happier, but since the 1950's we have become much more disconnected with the natural world (Kesebir, 2017). Stewardship and empathy are closely related. More exposure to the outdoor world leads to a more empathetic society. Recent studies have shown that people who feel empathy for zoo animals are more likely to engage in conservation actions. This is why many places like zoos use empathy-building messaging into programming (Akerman, 2018).

Environmental education is about telling stories and perspectives of the people and the animals. As social creatures, we affiliate with stories that relay important information and values of different individuals and communities. Stories engage the emotional part of our brains to have an empathetic reaction, and in result, are easier to remember than facts (Zak, 2013). We cannot survive as a species without empathy. Empathy is required for the development of moral thinking, and is what leads to environmentally friendly attitudes. By creating sentiment for the outdoor world, we create feelings of care and obligation to make responsible decisions (Lithoxidou, et al, 2017).

Library programming can foster empathy and stewardship through environmental education. A public library's first obligation is to serve the community. Through this, there are opportunities to lead and foster a more empathetic culture (Scherrer, 2020). Public libraries provide equitable access to all people in a community (Webjunction,

2019). Eradicating poverty in all forms is one of the main goals of sustainability. In order to assist in this fight, it is important to be inclusive and promote a mixture of societal and environmental awareness (Environmental Stewardship and Sustainability, n.d.). Public libraries are already recognized as key components in the community for building a strong sustainable future. Libraries that demonstrate good stewardship can help build community support that can help lead to sustainability (Hopkins & Maack, 2016). Social sustainability helps create opportunities for all people, and is about building an inclusive society. Social sustainability is about expanding the Environmental and Social Framework (ESF) to protect the people and the environment (Sivaraman, 2020). Social sustainability is about building a safe stable community. A library that supports it is helping build a stronger and trusting community (Engström & Eckerdal, 2019). Support for the community was really shown by libraries everywhere throughout the Covid-19 pandemic.

Covid-19 Pandemic

Throughout the Covid-19 pandemic there were many subtle, positive impacts on library programming. Like most people and businesses, the pandemic called for an adaptation to the way libraries do things. Libraries play an important role in a community by offering many important free services. There were huge impacts seen in communities without the support of the public library. There was a loss of free services such as computer usage and programming, that many people in the community utilized. As the months went by, many libraries found ways to adapt their programming and continue offering services in a new way. There were new services like curbside pickup, crafts to go, and mobile services, as well as virtual and outdoor programs.

During the pandemic, many public libraries became a place of refuge in the community, demonstrating their essential and vital role. Libraries kept a connection and gave access to many different resources throughout this time (Institute of Museum and Library Services, n.d.). At the beginning of the pandemic, libraries reminded patrons that they could utilize outdoor spaces as an option for programming. Connecting with nature through library services and personal electronic devices was just one way libraries began to encourage time spent outside (Harmon & Barrett, 2021). Most libraries also offered internet hotspots and outdoor wifi for those patrons with their own devices. Public libraries went out of their way to keep the community connected, and offer as many services as possible during the pandemic (Zalusky, 2021). As things seem to start to get back to normal and the request for in person programming has a high demand, libraries still continue to utilize outdoor spaces for programming. As long as the weather is nice, this new form of outdoor programming is a great way to social distance and also connect with the natural world (Vercelletto, 2021). Now that the pandemic seems to be coming to an end, the push for programming gives libraries an opportunity to equitably improve health, overall well being, the environment, and other aspects of sustainability by building a connection to nature through outdoor programming (Harmon & Barrett, 2021).

Many public libraries have even partnered up with their Parks and Recreation departments to keep families engaged. These collaborations have brought great new programming ideas like “story walks in the park,” that engage the community with outdoor activities (Lenstra, 2020). Other libraries, like the *Randolph County Library*, have even shifted back into in person programming by offering storytime at the local park (Randolph County Library, 2021). Libraries and parks collaboration is very important.

They can partner in the advancement of the community's well being, by combining the importance of park and library programming (Colman, n.d.). There are many opportunities for libraries and parks departments to work together. Through physical space partnerships, as well as joint programming and resource collaborations, they are supporting new opportunities for communities (Schull, 2008). The library and the parks department are both vital institutions in a community, and strong partnerships allow a greater opportunity to address social, and environmental issues (Colman , n.d.).

Many libraries were closed to the public throughout the pandemic. Communities saw the negative impacts of not having access to the library, and felt the negative educational outcomes without this access (Gilpin, 2021). Libraries serve as institutes of equity by providing a safe place for students/people to spend time and offer many free resources. With doors being closed, many students who depend on the free internet connection, computers, and book access, suffered (The Hunt Institute, 2021). Whether a library has been closed or open, public libraries have been doing their best to meet the needs of their communities in response to the COVID-19 pandemic, demonstrating their true value (Zalusky, 2021). Libraries have been around for a long time, and are able to stay relevant due to their mobility and ability to adapt. Libraries and librarians demonstrated their ability to alter services based on circumstances throughout the COVID-19 pandemic (Canada Architecture News, 2020). Library staff everywhere worked hard to stay connected even if they were closed. By finding ways to offer services in a new way, libraries responded and adapted quickly to closures (Isimon, 2021). They only continue to adapt, coping with change, and continuing to offer services as best they can (Escoto, 2021). By adapting and getting creative, public libraries have found many

ways to continue services (Isimon, 2020). The COVID-19 pandemic did bring some positive impacts that have a new way of reaching the entire community. There are many new services that are offered by the library that are probably here to stay. Digital and virtual services will continue to be offered in libraries allowing a way to expand services to everyone (Bowie, 2021). Other continued resources like: home delivery services, curbside pickup, and outdoor programming can benefit the community as a whole.

Summary

Environmental education can help raise awareness towards environmental and societal issues. It is a necessary component in education to help build a sustainable future. The purpose of this project is to help understand how including environmental education in library programming helps the community in leading the way to a sustainable future. Libraries have the ability to include environmental based learning into programming, and it is important for public libraries to offer nature based programs in order to give all children an opportunity to have access to this type of education. This project gives an explanation on why environmental education is important to libraries.

Chapter two gave examples of how environmental education is beneficial to society. Through environmental education we can help improve the overall health, and well being of everyone. Chapter 2 also discussed how environmental education helps enhance critical thinking and problem solving skills, as well as stimulates creativity. An introduction was given on how environmental education also helps foster stewardship, compassion, and empathy. Environmental education is necessary in promoting behavioral change and sustainability. Problems like environmental injustices and technology block this process. The public library helps give equitable access to all people in a community

by providing free services and resources. In this chapter the vital role of a public library within a community was examined. This chapter also examined how libraries can utilize environmental education resources to enhance programming that is already in place. Libraries are inclusive and provide many opportunities and chances for everyone. This chapter also discussed how some libraries have already taken the initiative to shift towards a greener theme by becoming nature smart libraries. During the COVID-19 pandemic, many libraries have also proven just how important they are. Libraries have the ability to be adaptable and change programming and services based on what is important. They are already so well adapted in many other competencies (financial, health, digital) within the community that they are well placed to develop environmental literacy. Library programming allows for an easier way to promote sustainability, and reach a broader audience. This is why environmental based education is necessary in library programming.

Chapter 3 will discuss what my capstone project is, and how I constructed it. I will dive into what environmental education means to public libraries, and why it is important. I will discuss how libraries can incorporate this form of education into their programming. In the fight for sustainability, it is important to include environmental based programming into library programs as soon as possible. By following a framework that focuses on environmental literacy, libraries can help inform their communities. The North American Association for Environmental Education (NAAEE), has developed an environmental literacy framework that can help guide formal, as well as informal educators (NAAEE, n.d.). Library programming can improve by following this type of framework. For my project, I will develop a curriculum presentation for library

employees that focuses on enhancing programming through nature based learning. This workshop will take place at The New Braunfels Public Library, and will be held for library employees in the surrounding area. Chapter 3 will discuss what went into this project, and go into detail about the workshop

CHAPTER THREE

Project Description

Introduction

There is a lot of evidence suggesting the need for environmental based learning. Although there are already many options of nature based schools and programs, libraries provide an opportunity for free nature based programs for everyone in the community. There are a number of benefits that environmental education can provide for the community's health, critical thinking skills, empathetic emotions, and overall well being. Through these developments we improve a community to influence their behavior and attitudes. A shift in attitude, and a change in behavior are the only ways to obtain sustainability. Sustainability is one of the main goals of environmental education and library services. Environmental education promotes behavioral change, and with this we are another step towards a sustainable future. In this chapter I will discuss what went into this capstone project and outline the need for environmental education in library programming. I will give a detailed explanation on who this project is intended to help and the desired outcomes. Through a staff development based presentation for library employees, I will answer the question *How can environmental based library programming benefit communities?*

Reasoning

It is important for libraries to include nature into programming because there are many opportunities for the entire community to participate, regardless of income level or ability. All children deserve access to spending time outside as much as they can. With every obstacle there is, the library can provide this opportunity for everyone. By offering

programs outside as much as they can, finding a way to mobilize the library, and having nature focused programming, the library is helping benefit the community. This benefits all library patrons that attend programs, as well as library employees. It is important to find time to spend outside as an employee as well. There are many benefits of outdoor education, and the library offers a convenient way to offer these benefits. Outdoor education can enhance library programming and what their programs are about. The library is heavily focused on literacy and child development, and outdoor education has been proven to boost these learning aspects. The library plays a huge role in the community, and community involvement is the first step in making a change. Without these opportunities we cannot fight the many environmental and societal issues of today. The library is a trusted institution positioned to provide much needed change.

Project Description

In order to answer this research question, this project was created to inform library staff of the importance of including environmental education in their programming. The purpose of this project is to inspire libraries to incorporate environmental based learning throughout library programming and services. For my project, I have created a visual presentation with a hands-on learning component to be delivered to library employees as a staff development training. This project follows the environmental literacy framework from the North American Association of Environmental Education (NAAEE). This framework was created to find out what knowledge, skills, dispositions, and behaviors that specific groups of people have on environmental issues, in order to make environmentally friendly decisions (NAAEE, n.d.). This framework is an important part of inspiring library employees to incorporate

environmental focused programs. Within the presentation, there will be many examples on how to make a library more environmentally based, as well as reasoning on why it is important. The process to develop this presentation will follow different adult learning techniques and theories. Knowles (1980) states that the mission of an adult educator is to help individuals reach their goals. It is a goal of the library to assist in building a sustainable future, then the goal of this training will be to find ways to improve library programming to help obtain sustainability. It is important to help transform a new way of thinking for libraries. By allowing Transformation Learning within the workshop, library employees can help shift focus in their frame of thinking. The training will start with a poll that asks each person how they feel when they have exposure to the natural world. This poll will be intended to get the minds of the presentation audience to consider their feelings and own experiences with the natural world. After being exposed to the importance of nature education in library programming, another poll will be presented at the end of the training.

Projected Audience

This workshop is intended to be presented in libraries, for library employees to learn why environmental education is a necessity in programs that already exist. This project specifically was created to be presented at the New Braunfels Public Library in the formal meeting room for all library staff that currently do programming within the New Braunfels area, as well as other nearby towns including: Schertz-Cibolo, Canyon Lake, Kyle, Seguin, San Antonio, and Austin. As informal educators it is important for employees that present programming to understand the need to include a nature based curriculum.

Setting

This presentation will be presented to a number of library staff in urban and rural areas. It is important for libraries in all areas to include environmental education in programming. Urban educators face many challenges including limited natural resources, environmental poverty, and social inequity, (Russ & Kresny, 2017) while rural educators are faced with a different type of challenge. Citizens in rural areas tend to have different attitudes on environmental policies and regulations due to a lack of trust (Bonnie, et al, 2020). Offering engaging education is important in both regions, and libraries allow for easy access to this type of education. In this workshop, as a formal presentation, the ideal setting requires access to a screen in order to review powerpoint slides. This workshop will formally be presented inside, but some parts will be presented outside. The intention of the workshop will be to encourage time spent in nature, therefore some of the workshop is intended to get employees outdoors. By allowing even just a small opportunity for the adults in the workshop to spend time outside, they will be experiencing the benefits of outdoor programming first hand. The time outside will be spent exploring areas for green spaces or outdoor programming, as well as demonstrating some of the outdoor activities or games that can be added to enhance current programming. The presentation will be intended to end back inside with the poll.

Timeline

This development is intended to be a one session presentation to persuade library employees within the surrounding area of the New Braunfels Public Library to utilize green spaces and incorporate environmental based learning into programming. This workshop is intended to be a full day interactive workshop, with a follow up second

session. The presentation will begin in the morning with an explanation of the reasoning behind the need to have it. It will then be followed by interactive activities that will give insight on how to include environmental education into current programs with some time spent outside. Participants will get to play nature focused games like “Oh Deer” that teach children vocabulary words like: “component” and “habitat.” There will also be hands-on scavenger hunts used as examples of fun interactive ways to get outside while also including literature through journaling. The program will be concluded with a final poll, and closing information on how to make the library more environmentally focused.

Desired Outcome

The desired outcome of this workshop is to empower library staff to make changes in programming with environmental based learning in mind. This project is intended to teach these employees how to enhance current programming through environmental education. New programming and architectural ideas are included in the presentation to teach the many ways that libraries can be inclusive with environmental education. It is my goal to teach all libraries what they need to do in order to become more green. This project is also intended for libraries to push towards establishing partnerships with local parks departments. The library is such an easily accessible community building that accommodates all people, therefore it is necessary to incorporate environmental based learning into buildings, and programming.

Assessment

At the end of the workshop there will be one final poll that will ask each participant if they will start incorporating environmental education into programs. The poll will ask each person if they will take the information they have learned in the

workshop and utilize it in current/future programming. There will also be brochures handed out at the end of the workshop that will include links to websites, building ideas, and programming ideas for each person. I will also provide kits to get each library a way to start the shift towards being a nature library.

Summary

This chapter discussed in detail this project's intentions and described what will go into creating this staff development presentation. By exposing the importance of time spent outdoors, as well as giving new ideas on how to teach environmental education within the library, I answered the question *How can environmental based library programming benefit communities?* Through this adult learning workshop that is intended for library employees, to be presented at the New Braunfels Public Library, this training will encourage library staff to incorporate environmental based learning into already established library programming. During this training, library staff will learn how environmental education can benefit our health, as well as foster stewardship, empathy, and critical thinking skills. Library employees will learn how environmental based learning helps lead to a sustainable future. This staff development will last one full day, inside and outside of the library. The goal is to give library employees a reason to utilize an environmental based curriculum in programming in order to help them meet the needs of the community. At the workshop's conclusion, participants will be asked if they would be willing to incorporate environmental based learning into their library. Each participant will be provided with the material to get them started on transforming their own library.

Chapter 4 will reflect on the experiences I have had while creating this project, and what I have learned from my research. It will revisit the importance of libraries in the

community and how environmental education can enhance current programming. I will dive into factors like budgeting that can cause obstacles for public libraries. Chapter 4 will also discuss the importance of library and parks and recreation departments working together to overcome these obstacles. I will discuss my role as a current library employee and how I will continue to help the community, as well as the library.

CHAPTER FOUR

REFLECTION AND CONCLUSION

Introduction

Our need for the outdoor world has become more vital than ever before, as society spends more time indoors, we drift apart from the natural world. Environmental education has become an important subject and can be utilized to solve many of the issues we face today. The purpose of this project was to answer the research question *How can communities benefit from environmental education focused library programming?* This project was created in order to inform public libraries of the importance of including environmental education into programming, and to promote ideas on how to include elements of outdoor education into current programs. Through academic research I explained why environmental education is important to a community and how it correlates with library programming. This chapter will reflect on the learning experience and educational path of what went into this project. I will review parts of the literature that most influenced my research and helped provide important evidence in answering my research question. This chapter will cover possible implications and limitations of libraries taking on the role of environmental educators, and finally, I will discuss how I intend to disseminate my results and continue to advocate for greener libraries.

Personal Reflection

Throughout my research I have learned just how important a library is to a community. Libraries are one of the last places that offer a safe space of equity and inclusion. In the course of my research, I found that a lot of libraries have already begun

the process of introducing environmental education into programming and the building itself. There are many new innovative ways libraries have started to incorporate nature into their facilities. There are endless possibilities of nature based learning in library programming.

During my research, I learned that libraries truly are one of the last known institutions to provide free services to the public. The free services that libraries provide make them an essential community amenity. Libraries and library services are the leading step to equality because they offer the best possible way to allow everyone access to nature based learning. The main concept in environmental education is to promote behavioral change by focusing on environmental and societal issues. One take away after learning this, is that offering an opportunity for the community to change their behavior does way more than just informing. Libraries allow the perfect opportunity to give a community a way to get involved. Libraries are already well established within their communities and local neighborhoods, which makes them ideal facilities to offer these types of programs. Libraries reach a wider range of individuals through equitable based programming. Libraries really make a huge difference to a community's well being.

Environmental education is one of the most important developing subjects and can lead to helping so many aspects. The impact environmental education has on social and environmental issues is so important. The relationship of libraries incorporating nature based curriculum is a concept that could make a huge impact on society. In fact one of the biggest concepts I learned from my research was the initiative that so many libraries across the country are already taking in order to use more nature based education in programs. Just within my own community/area there are many libraries utilizing

natural resources to incorporate nature based learning. The Covid-19 Pandemic has highlighted how easy it can be to implement outdoor programming and incorporate outdoor education. Many libraries within the Texas Hill Country area, including my own local library, have turned to outdoor storytimes and programming. Even just offering any outdoor programming allows children the ability to connect with nature in a big way. The fresh air and exposure to the natural world is also making a difference in mental and physical health for everyone involved. Being a part of that hugely impacted myself and the people surrounding me. There are so many creative ways libraries can actively include nature based learning. Bookmobiles, outdoor storytimes, and nature-focused books are just some of the ways libraries can reach a bigger audience while teaching about environmental education.

After learning the many ways nature has had such an impact on society, I realized how important this topic is. Time in nature affects us positively in so many ways, and we are just now realizing how important it is. A public library can play a huge part in addressing the lack of outdoor education and access. Libraries, using environmental based programming, can help solve so many of our societal and environmental problems.

Literature Review

There are several resources from my project that help support my theory. Each section from the literature review portion of this project brought attention to the importance environmental education has on societies mental and physical health. Revealing the significance of a public library in the community set the foundation for my research question. Connecting this information to environmental education made my research relevant.

While exploring chapter two, I found that describing the purpose of a library as a safe place of community value, rather than just a building of books helps support the necessity of my research. The American Library Association outlines the purpose of a library as a place that allows access to content and free services, with a mission of informing and educating (American Library Association, n.d.). This reference is a very informative resource that establishes the relevance of libraries. There are so many people who don't understand the importance a library has in a community. This reference helped set up the value of a public library. Libraries allow the public free access to their services and programming. Learning vocabulary such as 'environmental injustices' and recognizing the limited access to natural resources that certain groups/areas have, helped prove just how important free services are. Richard Louv's description of libraries as already established community centers that are flexible and safe also helps confirm that libraries are an ideal place to teach nature based learning(Louv, 2019).

Another solid source that helps build my research is the journal "Environmental Education and the Public Understanding of Science" (Jenkins, 2003). Jenkins discussed the complexity of environmental learning and the dynamics between science and socioeconomic issues (Jenkins, 2003). Libraries influence communities heavily, and already have developed relationships with the people in the community. Environmental education is more than just teaching science, it is also about building a better society and closing many societal gaps to help fight problems like environmental injustices. Due to the inclusiveness of the institution, libraries can reach new demographics.

Implications

The most important outcome of this project is to motivate library employees to deviate from the normal library narrative that everything should be indoors. As someone who loves the outdoors and realizes the impacts nature can have, I want to inspire others as well. The reason the library plays such a huge role in this inspiration is because of their ability to reach everyone. Everyone deserves the opportunity to build a relationship with the outdoors.

Limitations

Like most facilities the main limitation is always the budget. Libraries are free entities that usually rely on foundations for funding. Money is the root of improving programming and architecture design. Redesigning a library is easier said than done, it requires funding, community support and city approval. Finding the resources to cover these expenses can create a challenge to taking the necessary steps towards becoming a green library.

Communicating Results

My project was created to inform local libraries within my area on the importance of expanding their current programming to include environmental education. This project was created as a hands-on workshop for library employees to learn about and experience environmental focused programming first hand. In order to communicate results, I will provide feedback from the local library employees that attend this workshop. Results will depend on whether the employees actually provided nature focused programs for guests. It will also depend on if it made an impact on guests attending the programs.

Keeping in touch with each workshop attendee will help in the process of monitoring results. In order for this concept to catch on in libraries it is important to track

the influence it has on library patrons and employees. It is also important to continue to assist in building a partnership with libraries and parks and recreation departments.

As a current parks employee and former library employee, I will continue to work with both departments on park and library developments. The New Braunfels Parks and Recreation Department is currently working with The New Braunfels Public Library to add additional storywalks in our parks, and continue to host outdoor storytimes. The parks and library departments partner in many different events as well! One of the main partnered events that take place is Roll and Read. A library sponsored event that allows families to stroll through the park and listen to stories. Storywalks, mobile libraries, and outdoor storytimes are just a few of the many ways libraries can work with parks to get the community outside and in nature.

Summary

In this chapter I gave a personal reflection on my journey during this capstone project, and discussed the many reasons why this is important to me. This chapter also reviewed relevant literature that helps support my research, as well as covered some limitations and implications of including environmental education in library programming. Lastly, this chapter provided information on how I intend to communicate results from the project side of this capstone.

The goal of this project was to answer the question *How can communities benefit from environmental education focused library programming?* Through academic research I have provided many ways environmental education can benefit a community, and the importance of libraries playing a role in nature programming. I look forward to reaching out to local libraries to help inform the importance of nature education in their current

programming. I have learned a great deal of information about environmental education, libraries, and their relationship together. The literature discussed throughout this project helps build the foundation to push for more nature based learning in library programming. I am eager to continue this journey and take the knowledge I have learned to help build a strong community for myself and others. As someone who has so much passion for the library and nature education, I will continue to teach others what I have learned and work towards healthier communities. I hope that this project communicates just how much we need public libraries. Public libraries, and environmental education are more relevant than ever before. I appreciate the opportunity to do research on this topic, and look forward to continuing to grow as more research is developed.

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Appendix

Poll #1:

- How often do you spend time outdoors?
 - 1-2 hours a week
 - 3-4 hours a week
 - More than 5 hours a week

- Do you tend to feel happier when you spend more time outside?
 - Yes
 - No

- Do you feel happier if you can see out a window?
 - Yes
 - No

- Would you spend more time outside if you could?
 - Yes
 - No

Poll #2

- Will you find ways to incorporate environmental based curriculum into current programming?
 - Yes
 - No

- Do you plan on holding outdoor programming?
 - Yes
 - No

- Will you find ways to add green spaces to your library?
 - Yes
 - No