



YOUTH AND YOUNG ADULT OUTDOOR EDUCATION



Youth and Young Adult Outdoor Education Mission and Vision

At YAYA, our mission is to strengthen community and identity through social-emotional learning, recognizing that everyone deserves meaningful experiences in the outdoors. Our vision is to create a safe and supportive space where youth and young adults can reflect, grow, and connect with nature, prioritizing their overall well-being.

Summarizing Our Pedagogy:

At YAYA Outdoor Education, our pedagogy is rooted in experiential learning, environmental stewardship, and cultural awareness. We prioritize Social-Emotional Learning and outdoor experiences to foster critical thinking, personal growth, and connection to nature. By integrating lessons on identity, climate change, and biodiversity, we encourage students to explore their role in their communities and the larger ecosystem. Our approach emphasizes advocacy, equity and inclusion, creating a space where all students feel empowered to learn, reflect, and contribute.

Philosophy of Teaching Statement:

We believe that education is meant to welcome curiosity, cultivate empathy, and empower individuals to become active stewards of their communities and the planet. At YAYA, we approach teaching as a collaborative journey that honors and supports the diverse identities and experiences of our students. By blending environmental education with personal reflection and community engagement, we aim to create meaningful learning experiences that are both transformative and practical. Our teaching philosophy centers on equity, fostering a sense of belonging, and equipping students with the tools they need to navigate and advocate for a more sustainable and just world.

Curriculum Exchange Goals

- ☐ **Enhance Curriculum Relevance** – Gather insights from local educators to refine YAYA's curriculum, ensuring it aligns with diverse student needs, state educational standards, and real-world applications in environmental education.
- ☐ **Foster Collaborative Learning** – Create a space for educators to share expertise, contribute lesson ideas, and integrate culturally responsive teaching practices that empower students in their environmental and identity-based learning.
- ☐ **Strengthen Community Partnerships** – Build relationships with schools and educators to create ongoing collaboration, ensuring YAYA's program remains adaptable and beneficial for students and the broader educational community.

AGENDA		
10:00am	Welcome!	<ul style="list-style-type: none"> ★ Warm beverages and snacks (provided by Cumaica) ★ Answer questions at our interactive stations
10:15am	Introduction	<ul style="list-style-type: none"> ★ YAYA Introduction ★ Special Mentions and Land Acknowledgement
10:30am	Program Overview	<ul style="list-style-type: none"> ★ Overview of the Week ★ Scope and Sequence
11:00am	Discussion Groups	<ul style="list-style-type: none"> ★ 25 minute breakout groups ★ 2 discussion groups
11:45am	Gallery Walk	<ul style="list-style-type: none"> ★ See what has been contributed! ★ Contribute, highlight or add questions to posters
12:00pm	Share-Outs	<ul style="list-style-type: none"> ★ What are you excited for? ★ How can we ensure this goes beyond the program?
12:30pm	Networking	<ul style="list-style-type: none"> ★ Meet new people!
1:00pm	Farewell!	<ul style="list-style-type: none"> ★ Thank you again for joining us!

Overview of the Week - Staff Version

Monday - Identity and Redwoods Exploration	Tuesday - Community and Garden Building	Wednesday - Adaptations and Beach Exploration	Thursday - Presentations and Farewells
8:45am Arrivals and Breakfast 9:00am Morning Meeting 9:45am Set up Campus 10:30am Students Arrive <ul style="list-style-type: none"> Welcome Talk on the bus Unload the Bus Introduction Games 11:00am Group Norms <ul style="list-style-type: none"> Chaperone Meeting 11:30am Lunch 12:15pm Clean-Up 12:45pm Redwood Hike <ul style="list-style-type: none"> Identity Reflection Community Activity Impacts of climate change Solo Walk 2:30pm Move In <ul style="list-style-type: none"> Staff Meeting 3:00pm Group Activity 3:30pm Advocacy Project <ul style="list-style-type: none"> Introduction Creating Groups 4:15pm Campers Choice 5:15pm Making Dinner and Activities 6:15pm Dinner 7:00pm Clean-Up and Get Ready 7:30pm Night Hike 8:15pm Campfire 9:00pm Get ready for bed 9:30pm Lights Out	7:00am Start Breakfast <ul style="list-style-type: none"> Early Bird Helpers Morning Showers 7:30am Wake Up Students <ul style="list-style-type: none"> Morning table activities? 8:00am Breakfast 8:45am Clean-Up and Get Ready 9:15am AM Explorations <ul style="list-style-type: none"> Community Building Importance of community Impacts of climate change Scavenger Hunt?? 11:30am Lunch 12:15pm PM Explorations <ul style="list-style-type: none"> Garden Building 2:00pm Cabin Chill Time <ul style="list-style-type: none"> Staff Meeting Snacks and Showers 3:00pm Group Activity 3:30pm Advocacy Project 4:15pm Campers Choice 5:15pm Making Dinner and Activities 6:15pm Dinner 7:00pm Clean-Up and Get Ready 7:30pm Night Activity in DH <ul style="list-style-type: none"> Adaptations Auction Fire in the DH 9:00pm Get ready for bed 9:30pm Lights Out	7:00am Start Breakfast <ul style="list-style-type: none"> Early Bird Helpers Morning Showers 7:30am Wake Up Students <ul style="list-style-type: none"> Morning table activities? 8:00am Breakfast 8:45am Clean-Up and Get Ready 9:15am Load Buses <ul style="list-style-type: none"> Beach time!! Tidepool and Marsh Exploration <ul style="list-style-type: none"> Adaptations at the tides 11:30am Lunch 12:15pm Beach Exploration 1:30pm Load the buses 2:00pm Cabin Chill Time <ul style="list-style-type: none"> Staff Meeting Snacks and Showers 3:00pm Group Activity 3:30pm Advocacy Project 4:15pm Campers Choice 5:15pm Making Dinner and Activities 6:15pm Dinner 7:00 Clean-Up and Get Ready 7:30pm Night Activity <ul style="list-style-type: none"> Warm Seat Smore's Songs??? 9:00pm Get ready for bed 9:30pm Lights Out	7:00am Start Breakfast <ul style="list-style-type: none"> Packing 7:30am Wake Up Students <ul style="list-style-type: none"> Packing 8:00am Breakfast 8:45am Clean-Up <ul style="list-style-type: none"> Bring luggage down to piles 9:15am Advocacy Project Presentations 10:00am Surveys 10:30am Closing Activity/Circle 11:00am Load Buses <ul style="list-style-type: none"> Goodbyes! 11:30am Break 12:00pm Debrief Meeting 1:00pm Clean-Up and Clock Out!

Main Activity Guide

Activity	MONDAY	TUESDAY	WEDNESDAY
AM Exploration	Introductions <ul style="list-style-type: none"> - Welcome Talk - Games - Group Norms (Redwood forest) - Bathroom Talks 	Community Building (3 hours) Understanding the importance of community Scavenger hunt! <ul style="list-style-type: none"> - Interconnected/Dependence 	Tidepool and Marsh Exploration (2 hours) Exploring examples of adaptations in real life Seeing biodiversity and multiple ecosystems within the beach
PM Exploration	Redwood Hike (2 hours) Identity Journaling Prompt Communication Activity Impacts of climate change Solo Walk	Garden Building (1.75 hours) Garden Vision Place for community Bridging the gap between indigenous tribes, diaspora of color, and local community	Beach Exploration (1.25 hours) Scavenger Hunt? Activity? Games? Community Building?
Group Activity	Reflecting upon identity, community or climate cause and effects	Reflecting upon the importance of bridging the gap/interconnectedness	Reflecting on how we or our families have adapted to new environments
Advocacy Project	Introduction to project See examples of these projects View rubric/expectations for students Start brainstorming the flow of project Research	Finalizing Project ideas Drafting Process using rubric <ul style="list-style-type: none"> - Create script for presentations - Start putting together materials Additional Research	Finish Projects Check rubric for expectations
Campers Choice	Same 3 choices every day <ul style="list-style-type: none"> - Dessert - Creative - High Energy 	Same 3 choices every day <ul style="list-style-type: none"> - Dessert - Creative - High Energy 	Same 3 choices every day <ul style="list-style-type: none"> - Dessert - Creative - High Energy
Night Activity	Overcoming Fear Night Hike Solo Night Walk Campfire How did it feel? Discuss a time we were afraid and how we overcame fear	Adaptation Auction Overcoming obstacles and how we, or people in our communities, adapt to them Socioeconomic advantages	Campfire S'mores Warm Seat Songs

Curriculum Exchange Tool Guide

Lesson	Guiding questions/prompts	Student Outcomes and NGSS/AB-285 Alignment
Redwood Hike <i>Vaiola</i>	<p>Ice Breakers</p> <ul style="list-style-type: none"> - Name games - Games to create opportunities for them to share something unique about themselves and demonstrate a safe environment for them to feel comfortable in a new space <p>Introduction/Agenda</p> <ul style="list-style-type: none"> - What do you think of when you hear the word “identity”? - What makes up our identity? <p>Walk and Talk Topics</p> <ul style="list-style-type: none"> - Ethnicity, race, individuality, self, values <p>Main Activity</p> <ul style="list-style-type: none"> - How do people communicate with each other? - How does nature communicate? <p>Walk and Talk Topics</p> <ul style="list-style-type: none"> - What does communication look/sound like in nature? - <i>As If</i> activity - Compare and contrast human social behaviors and nature - What are different methods of communicating? <p>Journaling Prompts</p> <ul style="list-style-type: none"> - Create a list of identities - What makes up your identity? Do you feel like you are able to show all parts of your identity? - What do you like about yourself? What would you change about yourself? <p>Closing <i>Activity/Prompts</i></p> <ul style="list-style-type: none"> - <i>Highlighting the interconnectedness of self and community, and effects of climate on community</i> - Identities create community, what communities do you have in your life? (Latino, Filipino, Samoan, school, sports) - Is community important to you? 	<p>Exploring Identity and Community Students will <i>understand</i>...</p> <ul style="list-style-type: none"> • The components that make up an individual's identity <p>Students will <i>be able to</i>...</p> <ul style="list-style-type: none"> • <u>Recognize</u> the communities they were born into vs chosen to be part of • <u>Determine</u> the difference between culture and ethnicity • <u>Identify</u> patterns of community in nature (redwood and mycelial networks) • <u>Recall</u> at least one cause and effect of climate change <p>NGSS Alignment <u>HS-LS2 Ecosystems: Interactions, Energy, and Dynamics</u></p> <ul style="list-style-type: none"> • HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. • HS-LS2-7. Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. • HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. <p>AB-285, Climate Change Alignment <u>HS-ESS3 Earth and Human Activity</u></p> <ul style="list-style-type: none"> • HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural

		resources, occurrence of natural hazards, and changes in climate have influenced human activity.
Community Building <i>Bryan</i>	<p>Teambuilding challenges/Games</p> <ul style="list-style-type: none"> - Importance of effective communication - What is climate change? - Cause and effect of climate change <ul style="list-style-type: none"> - Resource scarcity - Lack of natural resources - Social interactions - Natural instincts/corrupt human nature <p><i>We are hoping to spark emotions within participants to simulate real life situations and real world problem solving skills (Social Emotional Learning will be applied heavily here)</i></p>	<p>Strengthening Community Students will <i>understand</i>...</p> <ul style="list-style-type: none"> • The importance of community and working with others <p>Students will <i>be able to</i>...</p> <ul style="list-style-type: none"> • <u>Identify</u> how accessibility to natural resources affects social interactions • <u>Demonstrate</u> clear and effective communication <p>NGSS Alignment <u>HS-LS2 Ecosystems: Interactions, Energy, and Dynamics</u></p> <ul style="list-style-type: none"> • HS-LS2-8. Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce. <p>AB-285, Climate Change Alignment: <u>HS-ESS2.A Earth's Materials and Systems</u></p> <ul style="list-style-type: none"> • HS-ESS2-1. Develop a model to illustrate how Earth's internal and surface processes operate at different spatial and temporal scales to form continental and ocean-floor features. • HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate
Garden Building <i>Leilani</i>	<p>Ramaytush - Ohlone introduction</p> <ul style="list-style-type: none"> - Mini history lesson <p>Effects of colonization on the Ohlone tribe</p> <ul style="list-style-type: none"> - What is colonization? - Where are they today? <p>Why are we thinking about the Ohlone tribe?</p> <ul style="list-style-type: none"> - Their farming practices 	<p>Garden Vision Students will <i>understand</i>...</p> <ul style="list-style-type: none"> • That climate change impacts may not look the same in different communities <p>Students will <i>be able to</i>...</p> <ul style="list-style-type: none"> • <u>Describe</u> at least one impact climate change has had on local communities

	<ul style="list-style-type: none"> - Indigenous stewardship (native plants, prescribed burns, medicine, caring for the land) <p>Sustainability</p> <ul style="list-style-type: none"> - What is sustainability? - Compare and contrast sustainability methods of indigenous peoples and today <p>Why is YAYA building a garden?</p> <ul style="list-style-type: none"> - Create connections with different communities - Return native plants to their environments - Practicing sustainability <p>Garden Visioning</p> <ul style="list-style-type: none"> - Dream garden, reuse, reduce and recycle, efficient gardening 	<ul style="list-style-type: none"> ● <u>Identify</u> at least one way we are mitigating impact at a local level <p>NGSS Alignment: <u>HS-LS2.C: Ecosystem Dynamics, Functioning and Resilience</u></p> <ul style="list-style-type: none"> ● HS-LS2-6. Evaluate claims, evidence, and reasoning that the complex interactions in ecosystems maintain relatively consistent numbers and types of organisms in stable conditions, but changing conditions may result in a new ecosystem. <p><u>ESS2.D: Weather and Climate</u></p> <ul style="list-style-type: none"> ● HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems. ● HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. <p>AB-285, Climate Change Alignment: <u>HS-ESS3: Earth and Human Impact</u></p> <ul style="list-style-type: none"> ● HS-ESS3-4. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
<p>Beach Exploration</p> <p><i>Audrianna</i></p>	<p>Tides</p> <ul style="list-style-type: none"> - Adaptation Exploration - Exploration investigations <ul style="list-style-type: none"> - Generating questions <p>Marsh/Beach</p> <ul style="list-style-type: none"> - What is biodiversity and why is it important? - Compare and contrast ecosystems 	<p>Exploring Adaptations and Biodiversity</p> <p>Students will <i>understand</i>...</p> <ul style="list-style-type: none"> ● How the environment influences organisms over multiple generations ● How adaptations help organisms survive and thrive in their ecosystems <p>Students will <i>be able to</i>...</p>

	<ul style="list-style-type: none"> - Invasive species vs endangered species - Effects of invasive species on an ecosystem - Beginners birding - Adaptations <ul style="list-style-type: none"> - Connect to biodiversity - How has climate change affected how organisms adapt? <p>Closing</p> <ul style="list-style-type: none"> - Think of a time in your life where you had to adapt to a change. - In what ways has your family had to adapt in the past? - What are some things that help you get through changes or difficult times? <ul style="list-style-type: none"> - Generational trauma, overcoming adversity 	<ul style="list-style-type: none"> ● <u>Define</u> biodiversity and adaptation ● <u>Identify</u> at least 3 adaptations seen at the beach ● <u>Describe</u> the relationship between biodiversity and adaptations ● <u>Identity</u> what biodiversity looks like in their communities <p>NGSS Alignment: <u>HS-LS4.C: Adaptation</u></p> <ul style="list-style-type: none"> ● HS-LS4-2. Construct an explanation based on evidence that the process of evolution primarily results from four factors: (1) the potential for a species to increase in number, (2) the heritable genetic variation of individuals in a species due to mutation and sexual reproduction, (3) competition for limited resources, and (4) the proliferation of those organisms that are better able to survive and reproduce in the environment ● HS-LS4-5. Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species. <p><u>HS-LS4.D: Biodiversity and Humans</u></p> <ul style="list-style-type: none"> ● HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.* <p>AB-285, Climate Change Alignment <u>HS-ESS3.A: Natural Resources</u></p> <ul style="list-style-type: none"> ● HS-ESS3-1. Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
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<p>Advocacy Project</p> <p><i>Reno</i></p>	<p>Three Main Topics to do project on:</p> <ul style="list-style-type: none"> - Climate Change: What Can I Do Next? - Nature's Positive Impacts on Mental Health - The Importance of Finding Your People (Community) <p>Finding a platform</p> <ul style="list-style-type: none"> - Where do you get your news or important info? - How do people get their news or important info? - How do you see yourself reflected in the news? <ul style="list-style-type: none"> - Share activism resources/examples - How do you see your communities being affected in the news? <p>Finding your voice</p> <ul style="list-style-type: none"> - What is important to you? - Is it being spoken about in mainstream media? - What is a change you want to see? <p>HOWWWWWWWW</p> <ul style="list-style-type: none"> - Different forms of receiving info (instagram, Tiktok, Youtube, flyers, podcast) - How do you think people want to receive your message? <p>RESEARCH</p> <p>Day 1: Drafting</p> <ul style="list-style-type: none"> - What are some climate change impacts that have been affecting your community? Are they direct or indirect? <p>Day 2: Processing</p> <ul style="list-style-type: none"> - What are we doing to get climate change under control? - How would my community be prepared to face a disaster today? <p>Day 3: Reflecting</p> <ul style="list-style-type: none"> - How can we make people more aware of (impacts of climate change, ways we're mitigating impact, ways to get involved, resources in the community) <p>Day 4: Presenting</p> <ul style="list-style-type: none"> - Present to peers and a guest panel from partnering orgs <p>CREATE</p>	<p>After completing the Advocacy Project, students will be able to...</p> <ul style="list-style-type: none"> - <u>Demonstrate</u> written, visual and/or oral presentations skills to communicate understanding - <u>State</u> the cause/effect, impact and mitigation tactics for the climate change subject chosen <p>NGSS Alightment: <u>HS-ETS1.B - Developing Possible Solutions</u></p> <ul style="list-style-type: none"> ● HS-ETS1-3. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. <p>AB-285, Climate Change Alightment: HS-ESS3-5: Global Climate Change</p> <ul style="list-style-type: none"> ● Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth's systems.
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	<ul style="list-style-type: none"> - What is your form of communication? - Create a list of materials - Gather important facts - Ask for support <p>REVIEW PRESENT</p>	
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Things to offer in your activity groups

- What are you hoping that students can get out of this activity?
- Lessons that you have taught yourself
- Lessons that you've seen taught
- What are some real world connections taking place?