This addendum to the Outings Framework include activities to accompany outings corresponding with sustainability, environmental stewardship, and climate change, which follow LO’s mission of creating a community of inclusion.
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You can find a corresponding Latino Outdoor “Outings Framework” activity within each category in this addendum. These units include ideas and activities to introduce these concepts to your chapter.

#VamosOutdoors
This unit explores how Latino Outdoors members can live cohesively with their environment to benefit their community.
Objective

LO members are challenged to limit their greenhouse gases footprint in transportation, while examining accessibility to green spaces.

Materials/ Preperations

- Piece of paper or white board / Post-It display
- Marker / Pen / Pencil (various colors would work best with this activity)
- Print out or write down the survey to ask the group
- Map of surrounding area

Activity

1. Have participants all gather in a circle. Ask participants how they all arrived. Next, ask them to estimate the miles and then add up the group’s mileage somewhere the entire group can see it. Then, begin subtracting based on carpooling, renewable methods of transportation etc... Once you have established a total, share it with the group and begin discussing ways that the number could or could not have changed (for example, accessibility, effort, timing)

2. Ask the group to review their methods of everyday transportation

   Have them consider how frequently they are traveling and then invite them to create a group histogram that reflects what modes of transportation each individual used that week.

3. Discuss why transportation is so important. Frame some group questions such as “Where do we need to go?”, How do different forms of transportation life public transportation help us?, etc...

4. Take a hand vote (you can ask the group to close their eyes so they can feel secure with their answer). Ask the following questions and record the answers on a histogram later for review:

   - Raise your hand if you think it is more convenient to use cars.
   - Raise your if you would use green transportation more, if you had more time.
   - Raise your hand if you ever used public transportation.
   - Raise your hand if you use public transportation because it is less expensive than owning a car.
   - Raise your hand if you believe you should use more eco-friendly forms of transportation.
   - (Feel free to add any other questions you feel would fit in this activity).

5. Have the group open their eyes and look at the survey. Discuss the results of the survey and open up the space for participants to access whether they were surprised from the results or if it is what they expected.
Second Life to Food “Scraps”

Objective
To encourage members to reduce their food waste, and consider creative ways to give their food scraps a second life, as well as learn about the U.S. food waste impact.

Materials/ Preperations
- Slips of paper that say or pictures of various food scrap items (such as an apple core, potato peel, various vegetable peelings, coffee grounds, banana peels etc..)
- Research some food waste facts about the U.S. [here](#).

Activity
1. Prompt the activity with some questions for the group
   - What are the reasons you throw away food?
   - Do you think food waste is a big problem? Why or why not?
   - How do you minimize food waste in your house?
   - What’s something you think you waste a lot of?

2. Ask each member of the group to take one of the prepped slip of paper that have a food waste item. Next, have them think about ways they can give that item a second life. Invite the group to share answers and see if there are any items that stump the group.

3. Have the group try to combine. Ask them to find other participants in the group to try to make a dish with them, including at least 3-4 (the more the better) to create a tasty imaginary food scrap dish.

4. Share some facts about food waste in the U.S.

5. Brainstorm and review some ways the group can mitigate their food waste in the future. This can include regrowing store bought herbs and plants (such as carrots, green onions, and romaine lettuce). Consider creating a compost pile at home for items that truly must go to “waste”.

#VamosOutdoors
**Objective**

LO participants will reflect their “foodprint” and consider creative ways, as a group, to reduce emissions by eating locally when possible.

**Materials/Preperations**

- Depending on the age group you may want to print out copies of this food map for participants to use as a reference.
- Blank map of the world or a blank piece of paper
- Prior to this activity you may want to research types of food that grow locally in your area for the discussion.
- Pen or Pencil

**Activity**

1. Have participants consider what they ate before the outing. What was in that food? Did it have anything that came from nature (fruit, vegetables, spices, herbs)?

2. Based on their last meal (or an imaginary meal of choice) map out where the food came from. You can have participants either use a map of the world to make a more visual representation or list out the components of the dish.

3. Take a moment to discuss how food travels, its environmental footprint in order to arrive to the location.

4. Discuss the types of foods that grow locally (or give general parameters such as in this state, on this side of the country, etc.).

5. Challenge the group (or groups of four to five) to create a plate together that includes food that can only be found locally (or set parameters that limits a range). Feel free to give the dish a minimum of 6 or 7 items, or let the group be as creative as they wish.

6. Share dish ideas with one another.
This unit encourages Latino Outdoors members to advocate and practice responsible uses of natural resources in order to maintain resources for future generations.
Objective

Participants will consider the cultural relationship to Latinx plants and understand how they play a continued role in culture.

Materials/Preperations

- Prior research on one native plant of focus. Research where the plant is from, its medicinal uses, cultural significance, and other relevant facts about the plant.
  - For example, here is information on *agave*.
  - Here is the "Legend of Agave" you can pick this plant story to discuss or a different one that has a better fit to your location. (You may also want to print out the story for reference before your outing.)
- Optional: If possible the plant/herb/spice itself
- Optional: Research the term *ethnobotany* to reflect on other plants at the conclusion of the activity.

Activity

1. Have participants sit in a circle and share how they use plants. This can vary from playing soccer on grass, eating fruits, breathing in oxygen made from trees etc.

2. Ask participants if they are familiar with the plant you have chosen for your story. Ask the group how that specific plant is used, and share other research you have found if not mentioned by a group member.

3. Share a story (You can read one you have selected or "The Legend of Agave")

4. Discuss other plants and their cultural significance. Consider how storytelling and sharing information through generations is significant in the process of ethnobotany.

Optional: Briefly reiterate the definition of ethnobotany and its significance to the Latinx culture. For example “curanderos” and other plants used by Indigenous Peoples for centuries.

#VamosOutdoors
**Objective**

LO participants will learn the components of National Park designs and understand the role of various stakeholders, while appreciating the intended purposes for National Park preservation, education, conservation, recreation, and observation.

**Materials/Preparations**

- Optional: sticks, rocks, pinecones, leaves

**Activity**

1. Find a location where the group can be divided into groups of 3 to 4 and then have room to “build their park”. Ideally this location will have rocks, leaves, pinecones, sticks etc. Depending on time constraints, you can have your groups larger or smaller (varying on size).

2. Before breaking up your group, invite the group to discuss some of the purposes of National Parks. The 5 functions of National Park include: Recreation, Conservation, Education, Preservation and Observation. Ask the group to share some examples and what they think each item means and looks like in a National Park.
   - For example Yellowstone National Park has geysers that are meant for educating, observing and preserving. Meaning people are not allowed to touch them so they are preserved, they are studied by scientists and the research is shared at large with the public to educate them, and they are wonders that visitors can approach on boardwalks and see.

3. Divide your group and have them consider all these elements. They are to act as park planners. What will their park be intended for? How can you integrate some of these elements to work cohesively together? (you can create forced parameters that the park must include - such as a parking lot, walkways, disability friendly access etc..., or you can allow the parks to be as creative as the individuals)

4. Give each group 15 minutes to design a park using the items they find in nature - Also inform them that the group will be touring their park and they will be examining what each park’s main emphasis is.

5. The group will gather back together. All together “visit” each park. Ask the designer(s). To discuss the various components of the park. Ask the group to share what function(s) the park serves.

6. Review the effort into planning a park. Discuss some challenges individuals found when planning their park. Ask the group how they would design differently given the opportunity/ would it mirror a particular National Park?

#VamosOutdoors
No Dejar Rastro

Objective

Participants will learn about caring for and protecting the environment through the “Leave No Trace” ethics principles.

Materials/ Preperations

- Knowing the 7 No Trace Principles
- Go to this website to learn more about LNT
- Learn the hand movement that go with each principal
- Strips of paper
- Pens or pencils
- Optional : A hat or bag (to pull collect and randomize the strips of paper)
- Optional : props to act out scenarios

Activity

1. Ask the group if they know the 7 LNT principles – fill in the ones they leave out as needed. Teach the group the hand movements that match each principle.

2. Have participants think about an action that breaks one of those principles and have them write it down on a piece of paper. Collect all the pieces of paper (don’t forget to include some as well).
   - Example items to include:
     - People breaking the branches off trees.
     - Names carved in trees.
     - Squishing insects or other small creatures.
     - Trash left scattered around
     - Trampled flowers around an outdoor area, camp or on a trail.

3. Play Charades! Ask for volunteers to select a piece of paper and act out what LNT principle is being broken. Have the rest of the group answer back with the hand movements. Individuals can ask for help from other people to act out scenarios.

4. Play until everyone has had a turn

5. Review the LNT principles and discuss their significance to being an environmental steward.

#VamosOutdoors
This unit invites Latino Outdoors participants to consider how climate change affects their community through their own lenses in addition to how climate change impacts the world.
Objective

In a guided discussion LO members will reflect on how climate change affects their community.

Materials/Preperations

- Some (light) research on climate change in your region
- Poster board paper
- Write survey questions on poster board before activity
- Markers/ Pens/ Pencils (various colors would work best with this activity)

Activity

1. Invite the group to sit in a circle and begin the discussion on what they each think “climate change” means.

2. Open the dialogue to ask if there are any particular things they have noticed that reflect evidence of climate change (i.e. storms, wildfires, extinction of species, glacial melt) - write down the items discussed on the poster board. Ask the group to consider how climate change can continue changing in their community/ state/ world.

3. Take a hand vote (you can ask the group to close their eyes so they can feel secure with their answer). Ask the following questions and record the answers on a histogram later for review:
   - Raise your hand if you believe climate change is real
   - Raise your hand if you have learned about climate change in school
   - Raise your hand if you think climate change will impact your day to day life
   - Raise your hand if you believe you can help reduce climate change
   - Raise your hand if you think climate change is something we should be concerned about
   - Raise your hand if you believe that there is enough being done about climate change
   - Raise your if you think climate change impacts people of color more significantly
   - (Feel free to add any other questions you feel would fit in this activity.)

4. Have the group open their eyes and look at the survey. Discuss the results of the survey and open up the space for participants to access whether they were surprised from the results or if it is what they expected.

5. Ask the group to discuss potential changes they could do in their day to day life to educate others about climate change or make basic changes to help reduce their footprint.

#VamosOutdoors
Activity

1. Ask participants to look at the map of the monarch migration patterns. Ask them to point out where large cities are located and other characteristics of the terrain (such as mountains, desserts etc).

2. Invite the group to discuss the challenges that a monarch may face while migrating. How can these challenges increase in the coming years? What are some of the biggest stressors that are causing the decline of the monarch population?

3. Ask group members to sit somewhere quietly and reflect on the monarch’s journey. Then, have them write a story, coming from the perspective of the monarch.

4. Invite volunteers (depending on time constraints) to share their story if desired.

5. Reflect how group members can be monarch advocates. Discuss the cultural significance of the monarch in Latinx culture. Share the list of plants that help monarchs make their long pilgrimage.

Materials/Preperations

- Notebook/paper (for each member in the group)
- Pen/pencil
- Monarch plant list
- Map to show the monarch migration

Objective

Members will make the connection between human urbanization interfering with animal connectivity, as well as the growing stressors impacting a species.
**Objective**

Introduce LO participants to how climate change alters the landscape and local flora of the area.

**Materials/Preparations**

- Research some native and non-native invasive plants (or activity can be altered to focus on invasive animals) to your area
- Small portable white board
- Optional: Invasive plant for demonstration
- Pencil and Pen (for each participant)
- Paper/Notebook (for each participant)

**Activity**

**This activity should be introduced at the beginning of an outing, this will be steps 1-3. Steps 4-6 will take place at the end or midway through the “hike or walk”.

1. Have the group gather in a circle and discuss the idea of invasive and noninvasive plants. Ask if anyone knows of any invasive or noninvasive plants.

2. Introduce the plant you have chosen to focus on in this activity. Discuss some of its properties and why it is thriving in its new environment. In the surrounding area point to different native plants and their significance to the place (ex. Food for local animal community)

3. Ask the group to fold a piece of paper into two parts. Label one side native and another side nonnative. During the hike or walk have the group keep in mind the various types of native and non-native plants. For each invasive plant they see they should mark a tally, for every new native plant they see they also add a tally.
   - If you have a time constraint you can allow the group to divide up into groups in a given area and time them to try and find as many as possible either noninvasive or invasive plants as possible.

4. Share your results with one another. You can do this all together or on a white board to add up the group’s findings.

5. Begin a discussion on invasive and noninvasive plants.
   - Ask the group if they believe there should be management on invasives - this includes pulling plants, poisoning plants, etc.
   - Invite the group to also think of invasive animal species and whether those populations should also be managed.

6. Ask the group to take a moment to find a spot and to sit there for 3 minutes in silence. When the 3 minutes are over ask them to imagine the place they were sitting with completely different plants - invasive plants. Ask the group how they think that would change where they currently are.