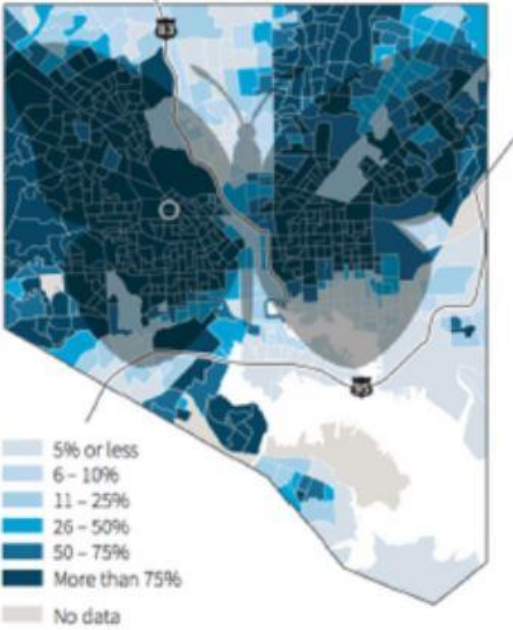
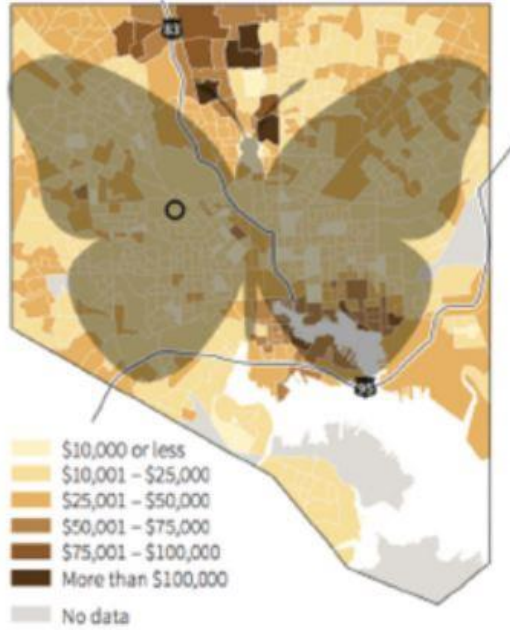


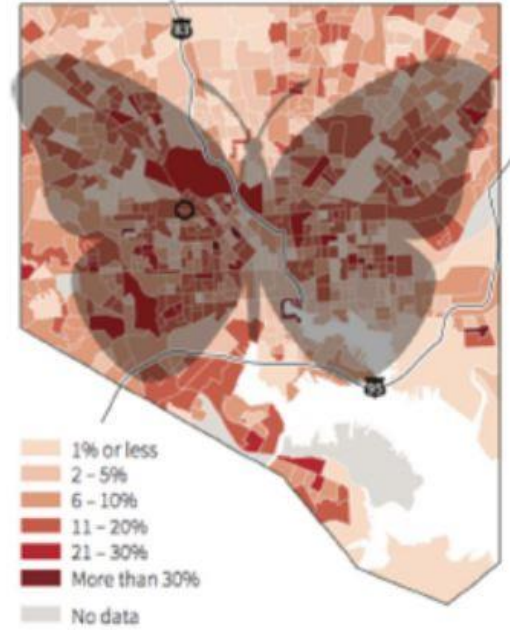
## AFRICAN AMERICAN (BLUE)



## LOW INCOME (LIGHTER)





## UNEMPLOYMENT (RED)



Sources: 2013 American Community Survey estimates, U.S. Census Bureau; Open Baltimore, City of Baltimore; Reuters

C.Chan, 28/04/2015



# Supporting Equitable Access to Nature: The Story of BLISS Meadows and a Call for Action



Atiya Wells BSN, RN





# Telling Our Story

**01**

Backyard  
Basecamp, Inc.

**02**

BLISS  
Meadows

**03**

Urban Nature  
Connection

**04**

Community  
Engagement

**05**

Five Pillars

**06**

Manifesting  
Dreams





# 01



Founded 2019



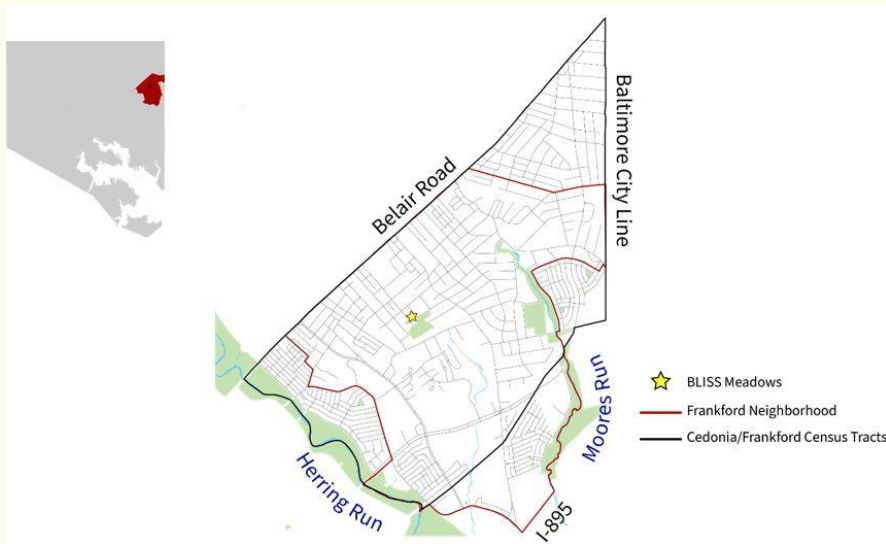
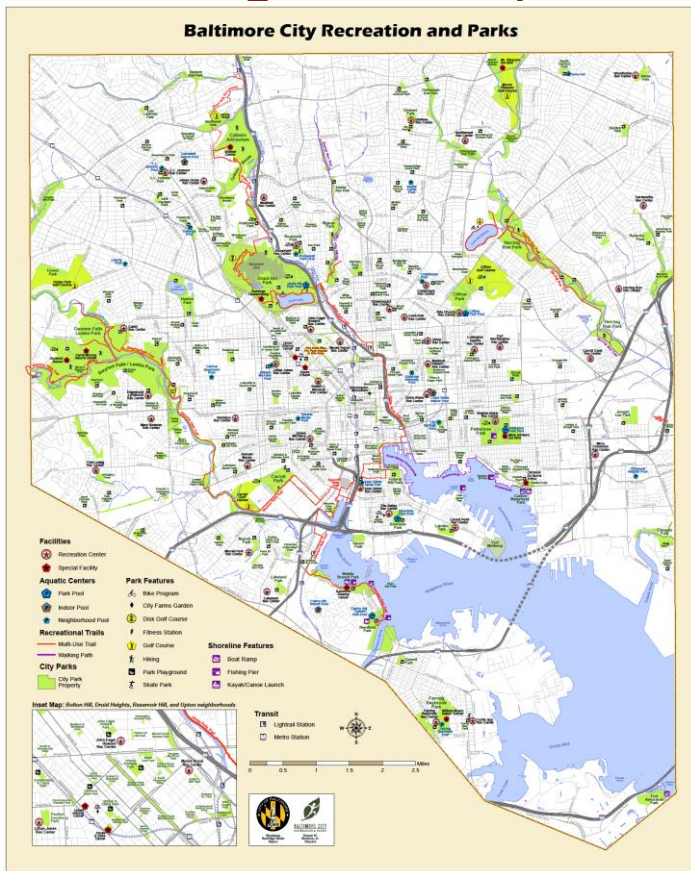
“Start where you are, with what you have.”

- George Washington Carver



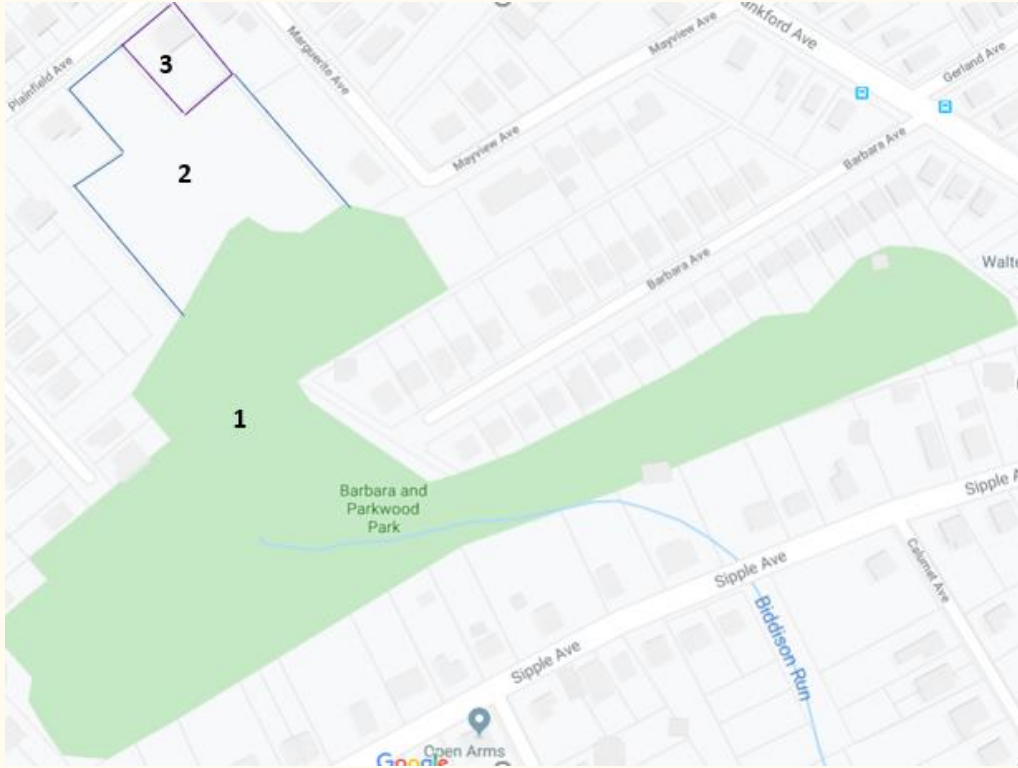


# Finding Greenspace





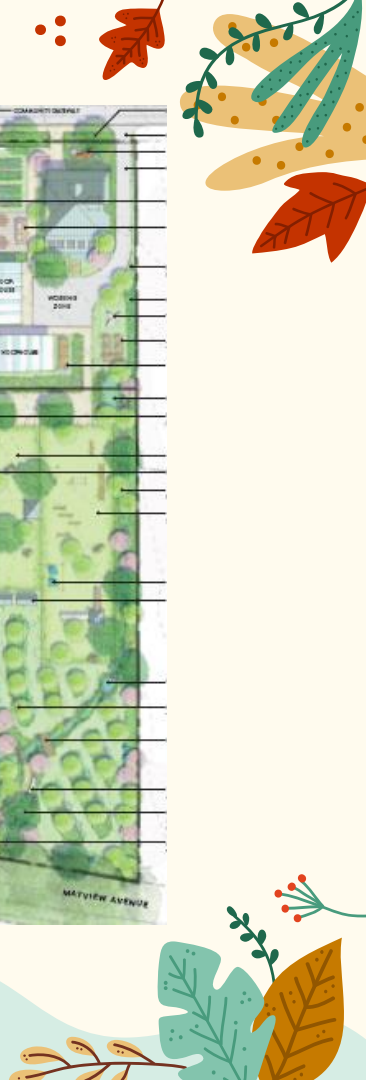
**“Did I cross  
into Narnia?  
We need to  
protect this  
land.”**



02













# 03

## The Need for Urban Ecology





# Topophilia



Tuan (1974)  
Sampson (2012)

Described as human  
coupling of sentiment with  
place. An innate bias to  
bond with the living and  
nonliving components of  
the local ecology.





04

Community  
Engagement





# 2020 Community Survey



Please email [info@backyardbasecamp.org](mailto:info@backyardbasecamp.org) to submit an electronic survey. Submissions are entered into a raffle!

ZIP CODE:

# YRS. MO. RESIDENT:

YES or NO

1. Will you use a public park within walking distance of your home?

Trails?

Garden?

2. Are there children living in your home? If yes, move 2a.

3. Do you support community management of your neighborhood greenspace?

4. Would you like to join the Friends of Barbara and Parkwood Park (FoBPP) Group?

2a) How many?

2b) Circle applicable: Pre-K Elementary Middle High school College

2c) Are they interested in nature-based experiences?

List Nature Interests:

What practical skills are missing from children's education?

What skills or experiences would help us improve our neighborhood's health?

Do you have cultural traditions you'd consider sharing with the community?

Email:



<b>Animal Husbandry</b> Chickens Goats Rabbits Sheep Beehives	<b>Environmental Education</b> Plant walks Fox and Heron Habitat Discovery Bird banding	<b>Conservation</b> Forestry Soil health Tree canopy Stream restoration Species protection (Ash)	<b>Community Greenspace</b> Garden beds Rental venue Little library	<b>Food Access</b> Seed kits Distributions Workshops
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ENVIRONMENTAL JUSTICE



# 05

## Five Pillars

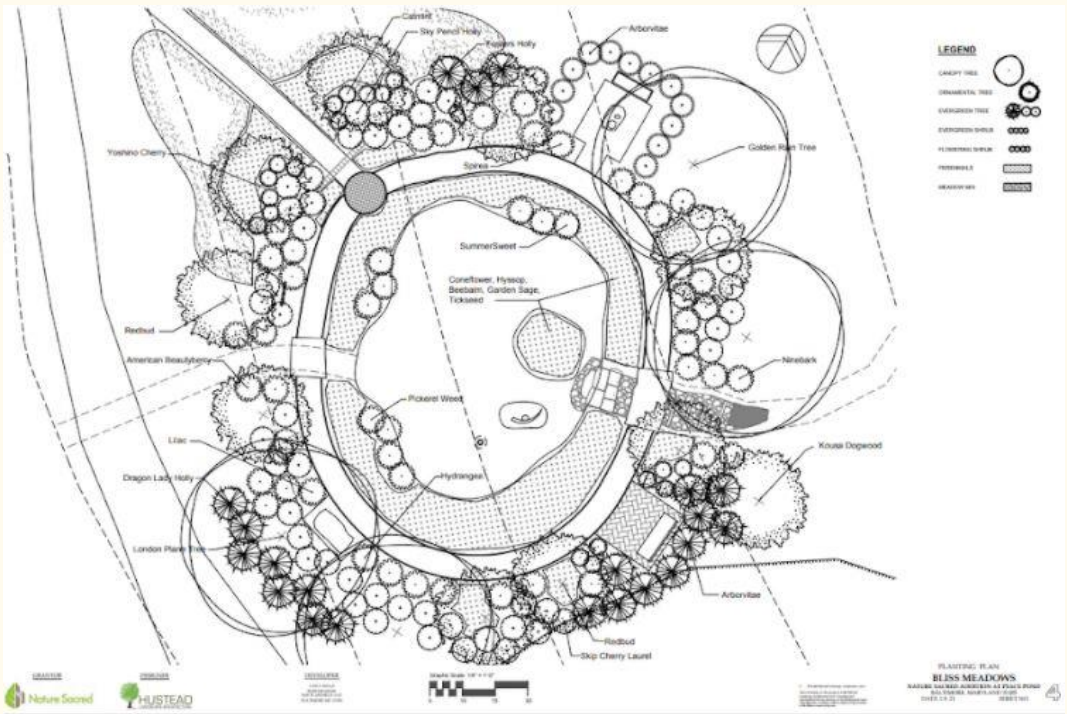




### **Animal Husbandry**

BLISS Meadows is home to several urban farm animals including a bunny, a sheep, chickens, and goats.

Children in the Fox and Heron program assist the Farm Manager in caring for the animals, including: changing water, feeding, grooming, and socializing. Regular and daily interaction with species outside of our own can foster a widening circle of concern for the planet.



### Community Greenspace

BLISS Meadows is an exercise in decolonization in the literal sense that we do not wish to claim dominion over the land we inhabit. Fox and Heron models ecocentric mindsets in which non human species are part of a community that we rely upon for sustenance. Caring for the community strengthens our place-based attachments.





### **Conservation**

There are many opportunities and contexts in which to study conservation at BLISS Meadows, including: soil health, urban forestry, sustainable farming, wetland and pond health, plant and wildlife inventories, rainwater collection, and more. Children in the Fox and Heron program can also participate in community science projects hosted at BLISS.





### **Environmental Education and Justice**

Environmental education (EE) is an informal approach to learning in, about, and for the environment. In Fox and Heron, we mainly utilize farm and garden-based education, as well as forest immersion approaches to EE. Environmental justice requires examination of racial inequities within issues of climate change, and action toward a just and sustainable future.



### **Food Access**

The Fox and Heron program fosters food sovereignty in our community by showing and encouraging our neighbors the possibility of growing food at home. Children get hands-on experience with growing seasons, life cycles, harvesting, and all steps of the farming process. They initiate their own growing projects at BLISS, and are provided with resources to continue independent studies in their homes.



06

**Manifesting Dreams**





# DISTINCTIONS OF EQUITY

It is important to distinguish between three key areas when engaged in equity work. We often confuse their particular purposes. As a result, we use them interchangeably when they are not. Below is a simple chart to help you understand the distinctions between them. Remember, it is NOT a continuum. You cannot begin with multicultural education and believe it will lead to culturally responsive instruction. Why? CRT is focused on the cognitive development of under-served students. Multicultural and social justice education have more of a social supporting role.

MULTICULTURAL EDUCATION	SOCIAL JUSTICE EDUCATION	CULTURALLY RESPONSIVE EDUCATION
Focuses on celebrating diversity.	Focuses on exposing the social political context that students experience.	Focuses on improving the learning capacity of diverse students who have been marginalized educationally.
Centers around creating positive social interactions across difference.  Diversity and inclusion efforts live here.	Centers around raising students' consciousness about inequity in everyday social, environmental, economic, and political situations.  Anti-racist efforts live here.	Centers around the affective & cognitive aspects of teaching and learning.  Efforts to accelerate learning live here.
Concerns itself with exposing privileged students to multiple perspectives, and other cultures. For students of color, the focus is on seeing themselves reflected in the curriculum.  <b>Social Harmony</b>	Concerns itself with creating a lens to recognize and interrupt inequitable patterns and practices in society.  <b>Critical Consciousness</b>	Concerns itself with building cognitive capacity and academic mindset by pushing back on dominant narratives about people of color.  <b>Independent Learning for Agency</b>



# Our Call to Action



**1. Survey cities and find the gaps in green space  
Create access to green space in those areas**

**2. Staff the spaces with members of the community, and**

**3. Offer culturally-relevant programming to introduce and deepen connections to nature.**





# Thank you for Listening!



Do you have any questions?  
[www.backyardbasecamp.org](http://www.backyardbasecamp.org)

Atiya Wells, BSN, RN  
[awells@backyardbasecamp.org](mailto:awells@backyardbasecamp.org)

