

The Merry Leaflet

Merry Lea Environmental Learning Center of Goshen College | P.O. Box 263, Wolf Lake, IN 46796 | 260.799.5869 | merrylea@goshen.edu | goshen.edu/merrylea

Gaining Confidence and Flipping Education Upside Down: Highlights from the Master's Program

MERRY LEA IS CONTINUALLY ENRICHED every year by the students in our [Master of Arts in Environmental Education \(MAEE\) program](#), and this past year was no exception.

Our five graduate students, Matt, Kylie, Bella, Breanna and Anna, brought enthusiasm, newness, and diverse skills and perspectives to the teaching and work that they did over 11 months since they arrived in July 2021.

This newsletter highlights memorable touchpoints for the graduate students on their journey as environmental educators through their words and reflections.

They all had such a willingness to jump into uncomfortable and challenging situations, making them opportunities to learn and grow. "It's not just the experiences we've given you, it's the way you embraced them, engaged them and made them your own," said Marcos Stoltzfus, director of environmental education and assistant executive director, at the final graduation celebration.

Tom Hartzell, coordinator of residential undergraduate programs, said, "I'm more hopeful knowing that you're all going out into the world as educators," which is a sentiment echoed by the entire Merry Lea team.



The 2021-22 cohort of Master of Arts in Environmental Education. (From left to right) **Matt Davidson, Kylie Preston, Bella Santana, Bre Winfrey and Anna Hudson.**

JULY

NATURAL HISTORY OF THE SOUTHERN GREAT LAKES

Summer course taught by Jonathon Schramm

"[This class] was impactful, because I just moved to Indiana and didn't know much about the area...Getting outside every day and walking on the trails oriented us to the place, while also learning about the plants and animals that live here. Leading into teaching, the class helped give me the confidence to know what I'm talking about. Plus, Jonathon is a wonderful educator."

– KYLIE

ABOUT MERRY LEA

Merry Lea was created with the assistance of The Nature Conservancy and through the generosity of Lee A. and Mary Jane Rieth. It is operated by Goshen College. The center provides a comprehensive program of environmental education and recreation.

The Merry Leaflet, published in spring, summer, fall and winter, provides news about programs and developments at Merry Lea. Elena Fischer is its editor and the author of articles without bylines. See the news tab at goshen.edu/merrylea for more updates.

TEAM MEMBERS

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Environmental Educator

Kaeli Evans
Farm Manager

Elena Fischer
Associate Director of Communications & Marketing

Carol Good-Elliott
Environmental Educator

Kerry Goodrich
Property Supervisor

Jason Martin
Executive Director

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Director of Land Management / Assistant Professor, SEED

John Mischler
Director of Agroecology / Assistant Professor, SEED

Ruth Mischler
Assistant Professor, SEED

Joel Pontius
Director of Sustainability Leadership Semester / Associate Professor, SEED

Jonathon Schramm
Associate Professor, SEED

Jennifer Schrock
Leader of MCCN

Kaitlyn Sproles
Environmental Education Outreach Coordinator

Alan Stadler
Building Maintenance and Grounds Assistant

Marcos Stoltzfus
Director of Environmental Education Outreach / Assistant Executive Director

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"I can remember the [first] day [of teaching]. We were going to be working with Goshen high schoolers, and it was my first ever teaching experience and I was super nervous. As we were heading toward the woods, I was thinking 'Oh my goodness, what am I gonna say, what am I gonna do?'"

"But the nervousness slowly went away as I became in my element in the woods and taught people about [the plants and animals]. Afterwards I felt extremely successful, because my goals were to get everyone back safely and on time. It came pretty easily. Probably wasn't the best, but I had fun."

– KYLIE

AUGUST

FALL PRACTICUM BEGINS

Graduate students help Merry Lea educators teach PreK-12 field trips, homeschool programs and public events.

"I felt very inadequate [at the start of practicum]. I felt like I wasn't prepared whatsoever to stand in front of a group, and was worried if I had incorrect content."

"But I feel like every time I taught a field trip, I learned a little bit more about the place here."

During an Exploring Merry Lea Sustainable Farm field trip with fifth graders from Bethany Christian Schools, the teacher talked about the garden being the home of the producers, compost being the home of the decomposers and the barn being the home of consumers. "I never thought of it that way, having a life-sized way of seeing it."

– BRE

"At first PROWL was daunting in a way, because I wasn't hitting the [educational] objectives; but when I was in after-school programs, [the teachers] let us be creative and do our own thing. When I put two and two together, I realized, 'Oh, PROWL is fine.' I let the kids know the rules and safety, but gave them the chance to explore on their own and not be guided or influenced by me to do something specific."

"[Teaching PROWL] gave me a chance to reflect on how far I've come. I was once a little tyke in after-school programs and now I'm here. I'm super proud. I looked up to the teachers [in the after-school programs] and I'm thankful for their time. Without the teacher I wouldn't be here."

"It was nice to get to know some of the kids in PROWL. Some kids wanted to run, jump, and others wanted to just sit with me and talk about their day to me."

– BRE

SEPTEMBER

PROWL BEGINS

Program for Outdoor Wilderness Learning (PROWL) is an after-school program for Central Noble K-5th grade students led by Merry Lea.

OCTOBER

ENCHANTED FOREST

This annual fall event features guided night hikes by lantern light to meet our costumed educators and volunteers who talk about life as a native Indiana animal.

"I loved being O'Peter Opossum. I didn't have much of a script for myself, I just hammed it up. It was really fun, because I used to do a lot of drama."

"[This teaching experience] was very different from field trips, because it was much more experience-based. Usually, I'm telling people about things that they might not be able to see [on a field trip], especially when talking about animals. So giving [families] that direct experience is really impactful. **Anytime we...get to show people an animal or eat from the garden, it's guaranteed going to be an impactful and educational experience.**"

"Seeing how well the drama worked, I want to find ways to use that more. I came to Merry Lea wanting to figure out how to use English, drama and music in environmental education. **Drama is really powerful and effectual in any field, so I want to try to use it more and normalize it.**"

– MATT

Part of the Team

THE END OF EACH YEAR OF THE

Master of Arts in Environmental Education (MAEE) program is always a bittersweet time at Merry Lea.

After spending 11 months working side by side with these aspiring environmental education professionals, they quickly become an integral part of our team. But we inevitably must bid them a fond farewell upon graduation as they embark on their own paths toward bright futures in which they will apply all they have learned during their time with us.

Although we are always sad to see our MAEE students go, we take comfort in imagining how many hearts and minds they will open to the natural world throughout the course of their careers.

I feel very fortunate to have had the opportunity to work with and get to know Anna, Kylie, Matt, Bella and Breanna. I am proud to call them alumni of our program and I can't wait to see where

the next steps in their journeys will take them. I hope that you enjoy reading more about their time with us in this issue of The Merry Leaflet.

Now, we are looking forward to welcoming six new MAEE students to our team when Eva, John, Mike, Jamie, Jeremiah and Stephany join us in early July.

I can't wait to find out what the next year has in store!



DR. JASON MARTIN,
Merry Lea Executive Director

Thank you for your support

Thank you for donating to Merry Lea this quarter. Your support has contributed to environmental programming, maintaining facilities and upkeeping hiking trails.

Kathryn Aschliman
Roy & Connie Bender
Rachel Beyeler & Josiah Metzler
J. Allan Campbell
Shirley Friesen
Joanne Henline
in memory of Carole Johnson
Ruby Hochstedler
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in memory of Carole Johnson

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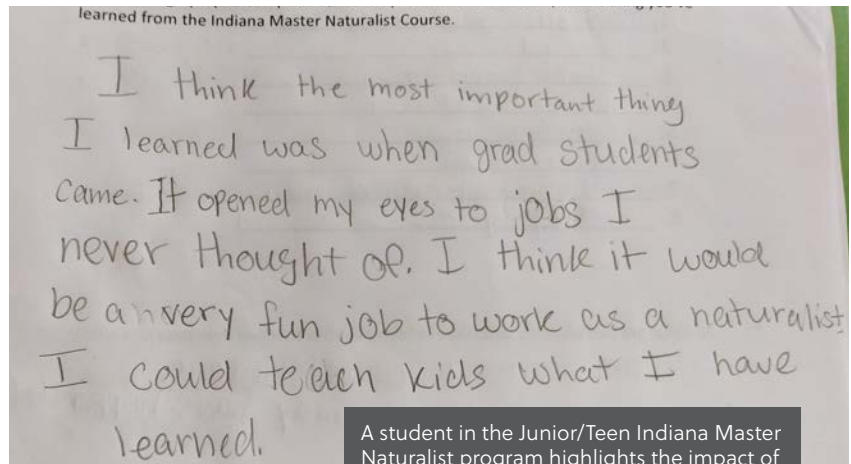
"I hope to be more in a leadership role when it comes to environmental education in the future. I don't just want to be an educator – I like those people interactions and learning from others as well – but I enjoy leadership roles. It pushes me on how to better interact with people and how to meet other people's needs. I like having the potential to impact others and see the results, interacting with them more frequently than a field trip."

– BELLA

NOVEMBER

LEADERSHIP & ADMINISTRATION FOR ENVIRONMENTAL EDUCATION

Winter course taught by Jason Martin



A student in the Junior/Teen Indiana Master Naturalist program highlights the impact of graduate students teaching some sessions.

NOVEMBER

END OF FALL PRACTICUM

"[Fall practicum] reinforced that I wanted to be a naturalist working with youth. That's what I came wanting to do, be outside and talk about the things that make me happy: things in nature, like salamanders, frogs. **I'm a much more confident person in what I want to do.**"

"I came out of my undergrad degree feeling lost. I was timid and nervous about [going into education] because I didn't feel confident in my people skills. But then I realized I do get along with people and do connect with kids. They actually like me!"

"...On one field trip I had a group of high school boys, and I was not getting them engaged, they weren't interested. I thought, 'I failed on this day.' But at the end, we were walking back and they saw walnuts on the ground and asked if they could have a throwing contest. I said, 'Ok,' but laid down some ground rules. Afterwards they looked at their hands, saying, 'Our hands are yellow. They stink!' I asked them, 'Why do you think that is?' ...And so we broke up a walnut and looked inside."

"Through doing what they wanted, they found something cool in nature. Even though it may seem they might not be interested or having fun, they are still picking up things. **Whether you see it or not, there are still positive impacts to having them in nature.**"

– KYLIE

"Fall practicum reinforced me to be more vulnerable not only with myself, but with the audience. To not spill out the information, but relate the information to them by reinforcing information that they already know. **And I try to learn from them as much as they have learned from me.**"

"A lot of times we try to scale how much kids are paying attention, but later, you often find that they were paying attention to you more than you know. Don't let that discourage you. People process things differently."

– BRE

JANUARY

ENVIRONMENTAL ISSUES & HISTORY

Winter course taught by Joel Pontius

"I also came [to Merry Lea] with the hopes of learning how to talk to youth about climate change. I notice climate despair among people my age and a lot of giving up, so I gained a passion for [climate change] in response to that."

"Joel's class gave me the tools I needed to uplift people. It was a class about climate hope and climate solutions. **Now I'm able to talk to people in a way where they can share their feelings, while also reversing those feelings of despair.**"

– KYLIE



"I leaned into learning from my learners. We taught from interactions and went in with a lens of 'what are they going to teach me today?'"

– KYLIE

"The kids knew so much. It was fun to sit back on my teacher role and instead be a facilitator, connecting all the knowledge.

"The kids talked about how the creosote bush smelled a lot more when it got wet. So we talked about why you see creosote by the ranch, but not down by the water. We could get them to think about how the ranch and Cave Creek Canyon are influenced by water, connecting their observations and knowledge they already had."

– BRE

"[The Arizona] trip was enjoyable and a really good change of pace. It gave me the confidence to apply for a job in a different state even if I haven't lived there. It gave me the confidence to say that I can learn the ecology of the place and be capable of giving meaningful education."

– BELLA



TOM HARTZELL

Coordinator of Residential Undergraduate Programs & Environmental Educator

Farewell and Thank You, Tom

Tom Hartzell first arrived at Merry Lea in 2011 as a master's student and upon graduation, joined the Merry Lea team.

After 10 years of service, Tom will be departing Merry Lea for new adventures in Grand Rapids, Mich. We are incredibly grateful for the immeasurable gifts, support and innovative directions he brought to Merry Lea.

Tom provided programmatic and educational support to the undergraduate residential semesters at Merry Lea, started an annual collegiate conference and began an after-school program for Central Noble elementary students.

We had a conversation with Tom about his time at Merry Lea, which you can read at goshen.edu/merrylea/news.



MARCH

INTERCULTURAL ENVIRONMENTAL EDUCATION

A teaching practicum course in Arizona, where the graduate students learned about southwestern ecosystems and shared this newly acquired knowledge with local students from San Simon School, Apache Elementary School and the Peace Academic Center. Marcos Stoltzfus and his spouse, Jess, coordinated and accompanied the graduate students.

"We had a lot to learn about the ecosystem - like plants and geology - but we realized that when we got out there on these field trips, these kids already knew this stuff. We had to switch from saying, 'This plant is called ocotillo,' to 'Oh, what's your experience with ocotillo?'"

"It wasn't just a one-sided relationship with a teacher giving information. We relied on the kids teaching us, asking, 'Tell me about this!' There was this one plant, creosote, where the kids talked about how great it is in barbecue. One kid said, 'I like to hang it in my shower, because when it gets wet it has a really distinct smell,' like eucalyptus.

"It flipped education upside down from what we were used to. It was cool, because we realized that when we go back to Merry Lea, these aren't completely different kids who have never spent any time outside. They might already know spicebush or the prairie flowers. **How can we use that [mindset] change and how powerful would it be to let the teaching happen from kids too?** How to bring that back to Merry Lea is something I want to be more conscious of.

"I remember being really nervous, thinking, *how are we going to teach these kids? They probably already know more than us.* But Marcos gave us a lot of reassurance, saying it's totally cool to ask the kids and have them teach us. We aren't expected to be the experts, and we have other teaching methods to rely on. A lot of what we do at Merry Lea is more than teaching environmental principles, we teach kids how to explore, be outside and general team-building. We relied on that a lot more, facilitating outdoor experiences and discovery, rather than giving the facts."

– ANNA

ARIZONA SCHEDULE

Day 1: Arrive at Tucson, Ariz. Explore Arizona-Sonoran Desert museum.

Day 2: Arrive at at Ol' Morani Ranch. Learn local geology and ecology of Chiricahuas from local scientist. Develop curriculum.

Day 3: Teach field trip to 7-12th graders from San Simon School.

Days 4-5: Teach K-7th graders from Apache Elementary, a one-room schoolhouse.

Days 6-7: Explore Chiricahua National Monument and Cave Creek Canyon (of the Coronado National Forest).

Day 8: Arrive at Hopi reservation.

Days 10-12: Teach at Peace Academic Center. Learn about local ecology and Hopi culture from Hopi representatives.

Days 13-14: Explore Grand Canyon National Park.

Day 16: Explore Monument Valley Tribal Park and Muley Point.

Day 18: Depart Ariz.

The graduate students visited parks to hike, learn about the ecosystems and also examine different forms of environmental education through signage, interpretation, exhibits and other materials.



"I actually helped initiate this program in addition to actually doing the program. Not only did I have to do the back work you don't typically see, but also had to be the coordinator, facilitator, teacher and snack maker.

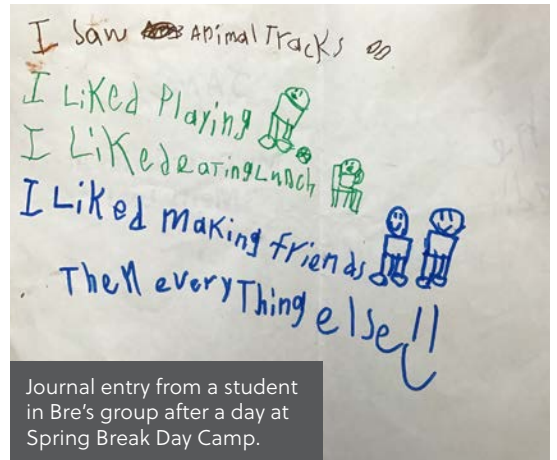
"And to watch these 12 kids grow together and connect across the week was really enjoyable. You have to be empathic and patient with young ones. Even if Merry Lea isn't a new environment for them, it's still a new environment with others that they experience it with. Unlike with field trip students [who you have limited time with], I was happy to get to know the Spring Break Day Campers to know how best to teach them.

"One day we were walking by the wetland and the kids in my group looked down and asked, 'What's this red stuff Bre?' I said, 'Oh it's from the iron in the water.' And every time we passed red stuff in a wetland, they always pointed it out: "Oh it's iron, Bre!" They made a bunch of environmental connections, and those kids were funny.

"[Running the camp] went smoothly, but it was also chaotic. We had to make different kinds of judgement and safety calls than we would during our normal field trips. [My cohort] had to balance being the people in charge versus listening to [Merry Lea educators] Kaitlyn, Marcos or Rian. We had to make our own choices, *dun dun duun*. It was a smooth, chaotic transition, especially when it rained one day because we had to figure out who would say the yes or no [to go inside], and we realized, *oh* we have to give ourselves that answer.

"It was a good learning opportunity. It made me feel more capable of myself, and I would do it again."

– BRE



Journal entry from a student in Bre's group after a day at Spring Break Day Camp.

- 1. playing
- 2. adventures
- 3. biking
- 4. fishing
- 5. having fun
- 6. going in the woods
- 7. having snacks
- 8. making friends"

— Journal entry from a student in Bre's group from camp

APRIL

SPRING BREAK DAY CAMP

Merry Lea hosts a day camp for students in K – 5th grades over spring break. Students participate in hands-on activities grouped by age for fun, outdoor exploration.

The graduate students are in charge of marketing, budget, curriculum, parent communication, safety policies and teaching for the camp.

"I enjoyed that we got to write our own curriculum for the whole week. I found that it was really empowering and felt a lot of ownership, and I felt very proud of the curriculum we wrote. Not just that, but the whole program. **It was pretty much our program, and I was proud of how it all came together.**

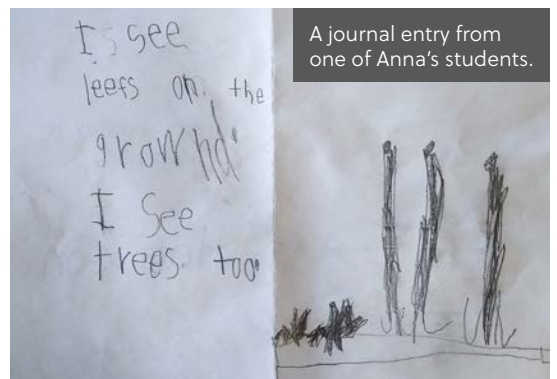
"I've never had to organize anything like that. I've helped run something like it, but never organizing. A big takeaway for me was how much effort something like that takes. All the background work for things to happen and how far ahead you have to plan.

"...Spring Break Day Camp wasn't so new as it felt familiar. I've been a camp counselor, I've been a teacher. Having kids for a whole day and having kids for multiple days went back to feeling really familiar and fulfilling to me. Because that's ultimately what I want to do: have my group, have them all day, all week, and create a routine and structure.

"It was interesting to be facilitating a lot of risky play activities. That wasn't something encouraged at our school at all [when I was a preschool teacher in New York]. In Nature Preschool, Carol or Rian facilitate [risky play], but it was fun for me to actually facilitate it. I was nervous, but I knew that was an important part of nature-based education and something I wanted to grow in. That was something I gained a bit of confidence in and experience doing. Spring Break Day Camp confirmed that I want to be with littles and I want to be in nature-based education and let them be outside all day.

"It was my favorite practicum experience by far."

– ANNA



A journal entry from one of Anna's students.



"I saw one of the Spring Break Day Camp kiddos from my group at Nature Fest. He remembered my name and sought me out, excitedly yelling, 'Anna!'"

"It was a good push for the end [of the master's program], and a reinforcement of the time and effort I put into the relationships I try to create while teaching."

– ANNA

MAY

NATURE FEST

This annual spring festival features family and BioBlitz (science investigations) activities at Merry Lea. The graduate students created and led various fun, outdoor activities like a photography hike, morning workout, nature journaling and more.

"I enjoy doing public programs, I like working with both adults and children. It gives you a good mix of getting to play and...feed into the excitement of the children, but at the same time you get to interact with the parents on a more intellectual level. It fills my cup more than just teaching kids. Because I have a background in environmental studies, I'm passionate about the subjects of environmental education, so when I get to interact with adults I get to go more in depth.

"[The goat activity] was very exploratory. For the most part, people really got in there, brushed them, pet them, picked them up. It had much more physical interaction than me just teaching them. I like that format. There was a constant flux of people coming in and leaving, so it worked out better [as an exploratory activity] than if I tried to follow the curriculum step by step."

– BELLA

"I feel very happy and content with where I am. The community that I have here, the friendship that I have with my cohort, and then also knowing who I want to be and what I want to do."

– KYLIE

"I recognize that there are so many doors environmental education can take you. This degree has given me the confidence to attempt some of those pathways that I may not have direct experience with, but I feel capable of trying.

"I'm more focused on the community aspect of environmental education now: thinking about the participants or the workplace and how to focus on building connections while reaching the goals of environmental education."

– BELLA

CELEBRATION

Merry Lea hosts a celebration with staff and graduates' families to hear final reflections from the students and wish them well on their journeys as masters in environmental education.

CREATIVE YEARLONG PROJECTS

All throughout the year, graduate students conduct an individual research project designed to investigate a topic, strategy or practice in environmental and sustainability education. The process is self-driven with the guidance of a staff mentor.

It involves researching and writing a literature review, creating curricula, delivering a presentation and carrying out the project itself: whether that involves surveying, teaching, collecting data or other methods.



MATT DAVIDSON

Bristol, Tenn.

B.A. History and English Literature, University of North Carolina Greensboro, 2021

Food Forests: Sustainable food production in an unsustainable world

Compared to traditional agricultural methods, food forests have several advantages. A food forest is a type of garden that mimics a natural forest ecosystem, made up of diverse perennial plants – including different species and sizes – but all are edible or benefit the edible plants. Food forests increase the strength and health of the space: many species serve as natural pesticides and fertilizers, require less maintenance and water, and more.

I began transforming the orchard at Merry Lea Sustainable Farm into a food forest by adding berry bushes, wildflowers and herbs between or around the fruit trees. I designed and implemented garden beds and transplanted wildflowers and herbs that I started from seed into the orchard.

I led several hands-on educational opportunities at Merry Lea and beyond about food forests. In the fall, high schoolers from Bethany Christian Schools planted flowers and edible plants around Merry Lea's orchard trees. I created a curriculum about food forests, and taught Oak Farm Montessori elementary and high school students about their importance and led workdays on Oak Farm's existing food forest over four weeks. These opportunities helped illustrate how food forests can create community, as localized food production is linked to healthier people and more connected and involved communities.



ANNA HUDSON

Syracuse, N.Y.

*B.A. Spanish and
Childhood Education,
Nazareth College, 2018*

Assessment in Nature Preschool

I created an assessment method for Merry Lea's Nature Preschool for educators to use when planning curriculum. After researching different methods, creating portfolios most closely aligned with the Nature Preschool's philosophy and needs. Portfolios are curated collections of artifacts (like art projects, photos, videos, journals), documented anecdotes and reflections. They track students' growth in an individualized manner that is developmentally appropriate, prioritizing growth over achievement.

I led a professional development session with Merry Lea and YMCA Nature Preschool staff about portfolios. In May, I conducted a three-day pilot test with three students, collecting data by taking pictures, transcribing videos and writing anecdotes. I let them choose which pictures and projects to put in their portfolios, including their reflections and other information they deemed important to share.

Portfolios can be a developmentally appropriate assessment to show how Merry Lea's Nature Preschool aligns with Indiana's Early Learning Standards through play and exploration, while being a student-centered tool where children take ownership of their learning and work.



KYLIE PRESTON

Lenoir City, Tenn.

*B.S. Biology,
Maryville College, 2021*

Ferns in the Field and the Classroom

Ferns play an important role in forests, but Indiana's forests have a long history of being disturbed by agricultural and industrial practices. When agricultural fields were abandoned and regrew to be forests, the soil conditions were completely altered from their non-disturbed forest counterparts. These forests that were affected by agriculture have much fewer fern species. I compared the species richness of ferns between various forests around Merry Lea that were either grazed or grew row crops, and determined the best measures for restoring fern populations in the disturbed forests.

I wrote a curriculum and taught about ferns to fourth graders from Central Noble Elementary School. Through various hands-on indoor activities like observing ferns under microscopes, using visual metaphors, and creating an art project, students learned the basics of what a fern is, their functions and adaptations, and how spores help ferns survive.



BELLA SANTANA

Chesterton, Ind.

*B.A. Environmental and
Sustainability Studies,
Indiana University, 2019*

A Review of Transformative Learning in Sustainability Leadership Semester

I have long been interested in the science behind human change: *Why do we grow? What helps us along in this process? What techniques can be applied to education?* How we change as humans and the growth we experience is a process that can be heavily influenced through our education. For my yearlong project, I focused on the transformative learning potential the Sustainability Leadership Semester (SLS) program provides. The SLS is a fall semester program where college students live and learn at Merry Lea to explore how to contribute to sustainable futures for our communities.

I collected and interpreted qualitative data from the fall 2021 SLS cohort through community meetings and field trip observations and interviews. When comparing this data with literature on Transformative Learning Theory, I found the SLS to offer participants many areas for potential growth and transformation: how they view themselves and others, how they relate to the world of academia, how they view and feel motivated towards environmental issues and environmental stakeholders, and how they can relate to their surroundings, both locally and broadly. This suggests that the SLS can be beneficial to the individual on their journey of growth and evolution.



BREANNA WINFREY

Maywood, Ill.

*B.S. Natural Resources and
Environmental Management,
Ball State University, 2020*

Learning Together Through Cooperative and Intergenerational Learning

I investigated the benefits and challenges of having students of different ages learning together through intergenerational and cooperative learning. Intergenerational learning is a learning method where people of different ages work together for a common goal. Cooperative learning is an instructional method where students work in small groups to accomplish a common learning goal with a teacher's guidance.

I observed and taught with various classrooms in 9th and 5th grade at Bethany Christian Schools, with the goal of having the 9th graders in environmental science teach the 5th graders on a relevant subject. I produced a curriculum about compost, relating 5th grade math to 9th grade soil subjects, and prepared the 9th graders to teach it to the 5th graders over one week.

I also created a curriculum about composting for afterschool programs to engage older students in leading and teaching others by creating and maintaining a compost bin with younger students. This inspires all types of activities that involve intergenerational learning, community building and enjoying nature inside or outside.



Merry Lea

Environmental Learning Center
of Goshen College

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Events

Learn more at: goshen.edu/merrylea/events

MERRY LEA NATURE EXPLORERS

WHERE: Various Sites

WHEN: June 16, July 14 & August 4 | 9 – 11 a.m.

Elementary-aged students can join us to get outside and engage in the habitats and landscapes across Merry Lea. Come explore three new ecosystems and uncover the animal and plant residents through games, activities and trail investigations.

Cost is \$3.50 per program.

[Registration required on our website.](#)

TALES & TRAILS

WHERE: Various Sites

WHEN: Last Tuesday each month | 10 – 11:30 a.m.

Hear a tale and hike a trail with your preschooler to discover the natural wonders around you together! This monthly program is designed for children ages 3-5 and their caregiver(s), led by a Merry Lea educator.

Cost is free. Registration not required.

[See our website for more details.](#)

ORCHARD WORKSHOP: SUMMER PRUNING

WHERE: Merry Lea Sustainable Farm

WHEN: Thursday, June 30 | 9 – 11 a.m.

Join Merry Lea Sustainable Farm staff for learning and applying skills and tips on tree care. Learn how to promote tree health, increase fruit production and stave off disease in this hands-on workshop in our fruit orchard.

Cost is \$15.

[Registration required on our website.](#)

BIRD BANDING FAMILY WORKSHOP

WHERE: Farmstead

WHEN: Saturday, July 16 | 8:30 – 10:30 a.m.

Take a peek into the world of bird research at Merry Lea! Play some banding games, handle the tools and observe actual research in action as Merry Lea researchers and volunteers capture live birds, take their measurements, place ID bands and release them back into the wild.

Cost is \$5 per child & \$7.50 per adult.

[Registration required on our website.](#)