



DEPARTMENT OF
NATURAL RESOURCES

WORKPLACE CULTURE AND
DEVELOPMENT

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Environmental Justice Art Contest 2024!

Organized by the Washington Department of Natural Resources (DNR)



WASHINGTON STATE DEPARTMENT OF
NATURAL RESOURCES

The Department of Natural Resources art contest invites K-12 students to create their own art about environmental justice.

Environmental Justice is the fair treatment of ALL people. Everyone deserves equal protection from environmental hazards, opportunities to make decisions for their communities, and healthy places to live, work and play.

There are a lot of aspects of environmental justice. This year's contest has three topic areas related to the work of the Washington DNR. Kids should pick **one** of the following topics for their art.

- Wildfire Resilience & Recovery, which could include:
 - Ways to protect their communities from wildfire risks
 - Ways to prevent human caused wildfires
 - How the community recovers after a wildfire
 - Smoke related safety
- Urban Canopy Cover & Tree Equity, which could include:
 - Benefits of urban trees
 - Differences in tree cover by neighborhood
- Responsible Recreation, which could include:
 - Ancestral Lands Movement
 - Increase access to the outdoors for all people
 - Low impact recreation and stewardship

See below for resources to learn about each topic

Prizes

Two winners will be selected from each grade band: Grades K-5, Grades 6-8, Grades 9-12. The first-place winner in each grade band will have the image of their art on 2024 outreach materials in addition to recognition on DNR's website. The second-place winner in each grade band will have the opportunity to invite a DNR expert to speak to their class.

Rules:

****Failure to follow all rules and guidelines will result in disqualification****

- Artwork must follow the theme: **Environmental Justice**. Create your own representation of environmental justice in action, representing one of the three categories above.
- Art needs to be your own original work. Any form of plagiarism will result in disqualification (**Plagiarism is the act passing off someone else's work or ideas as your own**).
- Artwork must be submitted by a parent/guardian for artists 13 years old and under.
- One entry per student.
- All entries must be submitted in a PDF of JPEG format and a resolution of at least 300dpi.

You may submit:	You may not submit:
<ul style="list-style-type: none">• Art in any 2-dimensional medium (pencil, paint, watercolor, etc.)• Digital art (digital painting, vector art, and pixel art)• Photography	<ul style="list-style-type: none">• AI generated art• Videography• Artwork that is not your own

Legal Information

All contest submissions become property of the Washington Department of Natural Resources. The agency reserves all rights for the artworks use in publications, in media, online, and in social media. These are not exclusive rights. Artists can use their own submissions freely for other projects.

Entry and Deadline:

- Please submit a high-resolution scan (PDF) or a high-resolution photo (JPEG) of your artwork.
- Artwork must be submitted to by 9 p.m. April 12th, 2024.
 - **For artists grades K – 5, submit your artwork here:**
<https://woobox.com/vvh92k>

- For artists grades 6 – 8, submit your artwork here: <https://woobox.com/nu5d53>
- For artists grades 9 –12, submit your artwork here: <https://woobox.com/bvfoej>

How to Vote:

- Voting begins at 10 a.m. on April 15th and ends at midnight on April 26th.
- To vote on your favorite artwork, please click one of the following links below:
 - Vote for grades K – 5 art: <https://woobox.com/vvh92k>
 - Vote for grades 6 – 8 art: <https://woobox.com/nu5d53>
 - Vote for grades 9 –12 art: <https://woobox.com/bvfoej>

Please note: Information provided to the Washington Department of Natural Resources will be considered a public record subject to free and open examination by any person under the Washington State Public Records Act (RCW 42.56). Data collected during the contest shall be permanently deleted 3 months after the close of the contest.

Live Launch

Join us for the live launch on **March 4th at 9:30 am – 10:15 am** to learn more about the contest and hear from DNR staff working in each of the three topic areas. This launch is designed to K-12 student audiences and a recorded version will be made available on DNR's webpage at www.dnr.wa.gov/kids.



Resources to Learn About the Topics

What is Environmental Justice?

To support learning on environmental justice, consider exploring these links:

- [Environmental justice introduction video](#)
- [Environmental justice history video](#)
- [What is environmental justice](#)

- [Environmental justice atlas](#)
- [EPA environmental justice data](#)
- [Principles of EJ](#)

Three Topic Areas

To support learning on the three topic areas, consider exploring these links:

Wildfire Resilience & Recovery	Urban Canopy Cover & Tree Equity	Responsible Recreation
DNR's wildfire resilience efforts	Tree Equity scores	Recreate Responsibly movement
DNR's Wildfire Ready Neighbors program	DNR Urban and Community Forestry Prioritization Tool	Recreate Responsibly in Washington
DNR's prescribed fire program	News on the Tree Equity Collaborative	Video introducing Recreate Responsibly
DNR's thinning work	How cool is your schoolyard investigation	Map of tribal lands
Guide to defensible space	News article on UCF efforts in Cleveland and connection to environmental justice	Snoqualmie ancestral lands movement and activity sheet and storymap of recreational impacts
Department of Health wildfire smoke resources	Video on why cities need trees	Tulalip Tribe analysis of recreation impacts
Indigenous uses of fire in the PNW	Trees and mental health	DNR's Statewide Recreation Planning
Good fire in WA	Culturally modified trees	Public land background
Prescribed fire in WA	Jamestown S'Kallam guide to uses of native plants	
Video on history of fire management		

[Video on Wildfire Ready Neighbors](#)

[Race, representation and public lands literature review](#)

[Environmental justice & outdoor access](#)

Connection to the Washington State Learning Standards

The content of this year’s art contest is aligned to Washington State learning standards across disciplines and can be integrated into classroom learning.

Next Generation Science	Common Core English Language Arts	Since Time Immemorial	Integrated Environmental and Sustainability	Agriculture, Food and Natural Resources
<p>K-ESS3-3 Earth and Human Activity: Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.*</p> <p>5-ESS3-1 Earth and Human Activity: Obtain and combine information about ways individual communities use science ideas to protect the Earth’s resources and environment.</p> <p>MS-LS2-5 Ecosystems: Interactions, Energy, and Dynamics: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.*</p>	<p>Identify the main topic and retell key details of a text.</p> <p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.</p>	<p>Understand tribal sovereignty is "a way that tribes govern themselves in order to keep and support their ways of life"</p> <p>Recognize landmark court decisions and legislation that affected and continue to affect Tribal sovereignty</p> <p>Identify the names and locations of tribes in their area</p>	<p>Standard 1: Ecological, Social, and Economic Systems Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, tribal, and global levels.</p> <p>Standard 3: Sustainability and Civic Responsibility Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions</p>	<p>NRS.02.01. Examine and interpret the purpose, enforcement, impact and effectiveness of laws and agencies related to natural resource management, protection, enhancement and improvement (e.g., water regulations, game laws, historic preservation laws, environmental policy, etc.).</p> <p>NRS.02.02. Assess the impact of human activities on the availability of natural resources.</p> <p>NRS.02.03. Analyze how modern perceptions of natural resource management, protection,</p>

<p>HS-LS2-7 Ecosystems: Interactions, Energy, and Dynamics: Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.</p>			<p>and take actions that promote sustainability.</p>	<p>enhancement and improvement change and develop over time.</p>
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