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Give Forests a Hand
Leader Guide

A youth program for environmental action and community service.

School of Forest Resources and Conservation
Institute of Food and Agricultural Sciences
University of Florida

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Leader Guide

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Acknowledgements

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Welcome!

By opening this *Leader Guide*, you've taken the first step in helping young people *Give Forests a Hand*. Here you will find step by step guidelines for helping your youth group or class (ages 9-14) make a difference in their community and the environment.

We suggest you work with groups of 5 to 10 youth. This makes the group small enough so that everyone can participate, yet large enough so that youth can do a sizeable project and learn from working with others. If your group is too large, you might suggest splitting into two or more action groups.

Give Forests a Hand blends service learning with the goals of environmental education to provide young people with opportunities to make decisions about how to help their communities.

Young people are encouraged to use their knowledge and talent in developing and implementing an action project. The process helps them gain a better understanding of their environment and see how their actions make a difference.

How can my group make a difference?
Youth across the country are making a difference by increasing awareness, maintaining urban trees, building interpretative trails, and developing educational materials. Because forest issues are community issues, determining what will help your community means getting to know the forests in your area! That's where you will help youth figure out what problems exist and the solutions that will make a difference. Ideas, information, resources, and equipment are all around you. Help your group tap into these resources to *Give Forests a Hand!*

Why focus on forests?

Forests affect nearly every aspect of our lives. Forest products provide raw materials for our houses, furniture, fences, baseball bats, garden mulch, books, movie tickets, clothing, carpeting, and toothpaste. Forest ecosystems help to supply our water, maintain our climate, help purify the air, protect soils, and provide for wilderness experiences. Forests provide habitat for wildlife; are sources of food, fuel, and medicine for people; and help preserve biological diversity.

The actions of humans affect the benefits forests provide. If forest resources are to be sustained and enhanced, our actions must be directed at achieving desired outcomes in diverse ecosystems, environmental conditions, and social regimes; they must anticipate the effects of population growth and social change on future human needs. The present and future benefits from forests depend on the actions we take today.

(*Society of American Foresters, 2001*)

Overview of Give Forests a Hand

The *Leader Guide* is for you, the youth leader, and accompanies the *Give Forests a Hand Youth Action Guide.* As a leader you won't necessarily know which direction the action projects will take, because your youth group or students will determine that. As a leader, your primary role is to help your group manage the process of conducting a service project. The *Youth Action Guide* allows youth to identify problems and carry out their own plans of action. Even though it is important for them to do the work and make decisions, they will look to you for guidance and assistance.

Forest education can and should be fun! And you don't have to know a lot about trees to get started. You can get help from your county's natural resource extension agent, soil and water conservation district, local forestry department, commercial foresters in your area, or any other resource people available in your community.

The next few pages follow the eight steps of the *Youth Action Guide.* The explanation for each step provides:

- Purpose and objectives for each step.

- Suggested preparation and materials needed for each step.

- Getting started provides tips with background information and instructions to help with specific aspects of each step.

- Ideas for discussions with young people and suggestions for additional resources.

- A list of related activities found in the national environmental education curriculum *Project Learning Tree* (PLT). These activities are a good way to provide background information to youth.

- A list of ice breakers, energizers, and decision making exercises for each step. The Activity Bank is found on pages 42 - 54.

- A series of assessment questions for you to reflect on after completing each step.

This manual concludes with an annotated list of federal natural resource agencies, environmental education and service learning materials, and a variety of environmental and natural resources organizations.

Goals of Give Forest a Hand

Goals

Involve young people in the investigation of forests and related environmental concerns.

Help young people develop projects that contribute to their community.

Support young people in using their skills and interests.

Establish links between youth and community natural resource professionals.

Give youth an opportunity to learn and practice life skills in decision making, communication, and citizenship.

Benefits for young people

Learn about community forest quality and conservation issues.

Make a difference in the community.

Gain experience in natural resource management through partnerships with natural resource professionals.

Getting started

- Skim through the *Leader* and *Youth Action Guides* to familiarize yourself with the steps.
- Review the project roles for youth, leaders, and community partners.
- Obtain a variety of maps of your area, such as road, topographic, plat, soil survey, and aerial photos.
- Look for forest experts or organizations who are willing to work with your group.

Project roles

Role of youth participant

A 1993 Louis Harris poll of over 10,000 students in grades 4-12 found that young people prefer after-school activities where they choose what they will do. The survey also found that kids want to work on environmental problems to help improve their communities, but they want to be in charge of deciding how.

The *Give Forests a Hand* materials are designed to help young people conduct action projects by providing simple steps and basic information. These guidelines will help youth make their own decisions about how to enhance their community forests.

Youth participants in *Give Forests a Hand* will:

- Investigate a local forest issues.
- Talk to experts about issues and possible projects.
- Choose a project based on their research that matches their own interests and skills.
- Develop a project plan.
- Complete a service project.
- Reflect on their experiences.
- Celebrate their success.

Role of leader

The more young people plan and manage their own projects, the more they learn. The leader's role is not to be an expert on forest issues or the project planner, but to be a coach and mentor of young people. Follow your own judgment about when to urge the group on, when to hold them back, when to comfort them, and when to help pick up the pieces.

In *Give Forests a Hand* the leader will:
- Act as a guide who monitors and encourages rather than directs.
- Create opportunities that foster learning.
- Empower young people to be active stewards of the environment.
- Help participants think through plans, recognize flaws, and adjust their plans.
- Link young people to forest experts in the community, including project partners.

Role of project partners

Project partners are individual experts and organizations that can help your group with planning and carrying out a project. You may already be working with a partner organization. If not, contact one of the organizations listed in the back of the *Leader Guide*. Some may even have service programs your group could join.

Partners may be able to offer:
- Supplies such as tree seedlings, planting or pruning equipment, lumber, and other building supplies.
- Technical assistance in planning and completing a project.
- Expertise in forest management and ecology.
- Materials such as posters, maps, or videotapes.

Project timeline

Help youth develop a timeline to keep on track and stick to a schedule. It may be helpful to think about the last available meeting date, and plan backwards. In order to complete all steps in the *Youth Action Guide*, you will need a series of meetings, each an hour or two long, plus time in between to accomplish tasks.

Steps 1–6: 6 -10 meetings to research and identify a problem, then plan and prepare projects

Step 7: 2-3 meetings to manage your project, depending on what you choose to do, plus time to conduct the project

Step 8: 1-2 meetings to wrap up, celebrate, and reflect on the experience

Build in extra time for the unexpected!

Safety first

Make sure youth are adequately supervised by you or another adult at all times. Your job as a leader is to think ahead and take all reasonable precautions.

Professional responsibility as well as concerns about legal liability require leaders of youth service projects to consider safety issues.

Speak with your organization's business manager, if there is one, or an insurance agent, to find out if you have liability coverage and if it is adequate for the project.

References

Cairn, R. (1992). Engaging young people as leaders of youth service programs. *Generator: Journal of Service learning and Youth Leadership, 12* (2), 24.

Louis Harris and Associates. (1993). A survey conducted for Pew Charitable Trusts. April 12-May 24, 1993.

Society of American Foresters (2001). Online - http://safnet.org

Successful Leadership

The key to successful youth service projects is involving young people in the development, planning, organization, and evaluation of projects. The youth service movement has learned much from young people about how to involve them as community resources.

The following strategies will help you as a leader involve and empower youth:
- Involve youth in setting realistic goals.
- Arrange opportunities for young people to reflect on, learn from, and apply lessons from their experiences.
- Acknowledge the skills, knowledge, and experiences young people already have.
- Give specific skills training or information as needed to help your group move the project ahead.
- Ask older students or program veterans (including college students) for help.
- Involve youth as leaders who have never before had the chance to lead.
- Define and maintain accountability.
- Model behaviors you expect from young people. Expect the same from all staff and volunteers.

(Carin, 1992)

Introduction to Service Learning

Give Forests a Hand Youth Action Guide uses a service learning model to guide and direct young people through the process of planning and carrying out a service project.

As a leader, it will be helpful for you to know a little bit about this educational method -- what it is, how it works, and where to go for more information.

Defining service learning

Service learning combines service to the community with learning in a way that improves both youth and the community.

Service learning:

- Is a method where young people learn and develop through active participation in thoughtfully organized service that is conducted in and meets the needs of communities.

- Helps foster civic responsibility.

- Is integrated into and enhances the overall youth program or curriculum in which the participants are enrolled.

- Provides structured time for participants to reflect on the service experience.

(*Learn and Serve America, 2001*)

Service learning framework

The service learning model can be captured in a simple framework: Preparation, Action, Reflection, and Recognition (Duckenfield and Madden, 2000). The framework assists both the novice and advanced practitioner as they strive to produce educational experiences for youth that will have lasting and meaningful impact.

Preparation consists of learning experiences that take place prior to the actual service. Youth are involved in identifying and analyzing a problem, selecting and planning a project, and receiving appropriate training and orientation.

Action is the service itself; it needs to have academic integrity, be meaningful to the student, provide for student ownership, have adequate supervision, and be appropriately challenging.

Reflection enables youth to think critically about their service experience. A structured opportunity is provided where participants reflect through discussion, reading, writing, and production of materials.

Recognition is where youth are acknowledged for their contributions. It is also an important time for closure, particularly needed when direct service with other people is at an end.

Importance of reflection

The ultimate purpose of reflection is to get participants to think critically about their experiences. Research shows that thoughtful reflection before, during, and after the experience is the key to helping youth learn from service projects. Through structured reflection, youth make sense of what they have seen and done. Then, as they continue on the same or new service projects, they test their ideas about how the world works and about how to get things accomplished.

Reflective activities linking service experience to learning include journals, directed writings, and structured class discussions. Lewis (1991) offers that reflecting is an ongoing process and experiences can be shared and reflected on in many creative ways:

- *Reflect through speaking*: group discussion, giving speeches, interviews, debates.
- *Reflect through writing*: journals, newspaper articles, reports, brochures, essays, cartoons, proclamations.
- *Reflect through art or performance*: video, posters, role plays, skits, flags, dance, scrapbooks, crafts.

Reflection questions called "Make the connection" are offered at the end of each step in the *Youth Action Guide*. Encourage youth to answer these questions and discuss their responses prior to starting the next step.

Leaders are also encouraged to keep their own journals throughout the project to reflect on and record their experiences. Part of this reflection should include answering the assessment questions found after each step in the *Leader Guide*. These questions are important because they help determine if your hard work is making a difference. Keeping track of how the project goes from start to finish will help you reflect on the strengths and weaknesses of the process. Be sure to take time to think about and record your answers to these evaluation questions.

For more information on service learning contact the following organizations:

- Learn and Serve America
- National Service learning Clearinghouse
- National Youth Leadership Council

Contact information for these and many other resources can be found in the back of the *Leader Guide*.

References

Duckenfield, M., & Madden, S. J. (2000). An orientation to service learning. *in Service Learning Across the Curriculum*. Lanham, MD. University Press of America, Inc.

Learn and Serve America (2000). Online. http://www.learnandserve.org.

Lewis, B.A. (1991). *The kid's guide to social action.* Minneapolis, MN: Free Spirit Pub.

Leaders' Notes for the Youth Action Guide

You will notice that most of the details for *Give Forests a Hand* activities are in the *Youth Action Guide*. We do not repeat that information in this *Leader Guide*; instead, this guide gives you an overview with summaries of each step and tips for leaders.

The *Give Forests a Hand Youth Action Guide* follows a simple sequence:

Steps 1 through 4 quickly immerse young people in exploring local forests, understanding management practices, ranking their project interests, and investigating selected topics.

Steps 5 through 8 help them choose and plan a service project in response to an identified need, keep on track with their project plan, and celebrate their success.

The Skills Bank provides strategies and ideas to help the group with their projects, such as how to brainstorm, conduct interviews, and make decisions.

The Glossary contains important terms and definitions that will aid the group's understanding of new topics.

Depending on the age and experience of participants and the amount of time available, you may adapt, combine, or eliminate several activities within a step. But be careful -- it is natural for a group to get impatient and want to "jump into action"

instead of planning. Stress from the beginning that the group will research and carry out a service project that meets a real need and that this takes time.

Step	Goals
1	Learn about trees and forests. Be able to explain the benefits of trees and how people impact trees.
2	Discover a need for action and complete a checklist.
3	Learn that forests are managed for multiple-uses. Develop a forest management plan.
4	Get input from natural resources experts and project partners.
5	Choose a project that matches the interests, skills, and resources of the group.
6	Set goals, plan strategies, and divide tasks. Get started!
7	Keep the project on track. Collect evidence of success.
8	Celebrate!! Reflect on the project experience and begin planning the next one.

Step 1: Focus on forests

Purpose
This first step introduces youth to the trees and forest in their home landscapes, school yards, community centers, city streets, and parks.

Objectives
Youth will...
- ❏ gain a basic understanding of the importance of trees.
- ❏ identify at least 5 trees by common name.
- ❏ explain the benefits of trees.
- ❏ describe how people impact trees and forests.

Preparation Have a *Youth Action Guide* for each participant or enough to share comfortably.

Materials needed
- ✓ Maps
- ✓ Measuring tape
- ✓ Flagging
- ✓ Clipboard
- ✓ Pencils
- ✓ Tree identification guide

Take the first step Conduct a team-building exercise or icebreaker to help group members get to know each other. We encourage you to lead team-building activities throughout *Give Forests a Hand*. These activities foster team work and build spirit. See the Activity Bank section in this guide for examples of activities. If your group knows very little about trees and forests, supplement the *Youth Action Guide* with activities from other sources

such as Project Learning Tree (PLT) or 4-H project books.

Getting started Pass out the *Youth Action Guide* to the group. Allow some time for them to browse through the guide.

Read through Step 1 with youth before going outside to survey your surroundings. As a group, select a nearby area to explore and then go outside to answer the questions in the *Youth Action Guide*. Encourage everyone to participate by sharing duties and acknowledge all contributions.

Feel free to use a tree identification guide to discover the types of trees in the area. You can find tree identification guides at a library or bookstore or check with your state forest agency.

Discussion After completing parts A, B, and C in the *Youth Action Guide*, it's time for your group to discuss what they have done. Talk about what they observed, measured, and learned about their surroundings. Try to answer any questions they might have, but know that it's okay not to have all the answers. Record any lingering questions so you and your group can ask a natural resource professional in the future.

Ask youth to list reasons they think trees and forests are important; use the information in the *Youth Action Guide* to discuss the social, environmental, and economic benefits of trees. Use part D, "Make the connection" to help youth reflect on the process they've just begun.

Before next time Remind youth to look over the checklists in their guides and think about the sites they would like to investigate. Explain that at the next meeting, the entire group will learn more about the checklists and decide what site to investigate.

Related PLT activities The following activities can be found in Project Learning Tree's Pre K -8 Activity Guide. Use the activities to supplement your group's introduction to the community forest. You can obtain a copy of the Activity Guide by attending a PLT educator workshop. Contact your state PLT coordinator for details (www.plt.org).

#2	Get in Touch with Trees
#22	Trees as Habitats
#27	Every Tree for Itself
#30	Three Cheers for Trees
#68	Name that Tree
#77	Trees in Trouble

Activity Bank – Icebreakers
Tree Jugglers
Get Acquainted
Choose a Leaf

1. How many youth are involved? Approximately what are their ages?

2. Did youth know each other before starting *Give Forests a Hand*?   ❏ Yes   ❏ No

3. Approximately how long did it take youth to complete Step 1?

4. Did you feel that youth had a basic understanding of trees and forests before starting
   Step 1?   ❏ Yes   ❏ No

   Do youth have a better understanding of trees and forests now, after completing
   Step 1?   ❏ Yes   ❏ No

5. Did you conduct any supplemental activities (PLT or other curricula)?   ❏ Yes   ❏ No

 If yes, which activities did you conduct?

6. Did youth utilize Part D, "Make the connection" to reflect on this Step? ❏ Yes   ❏ No

   If yes, how well did this work?

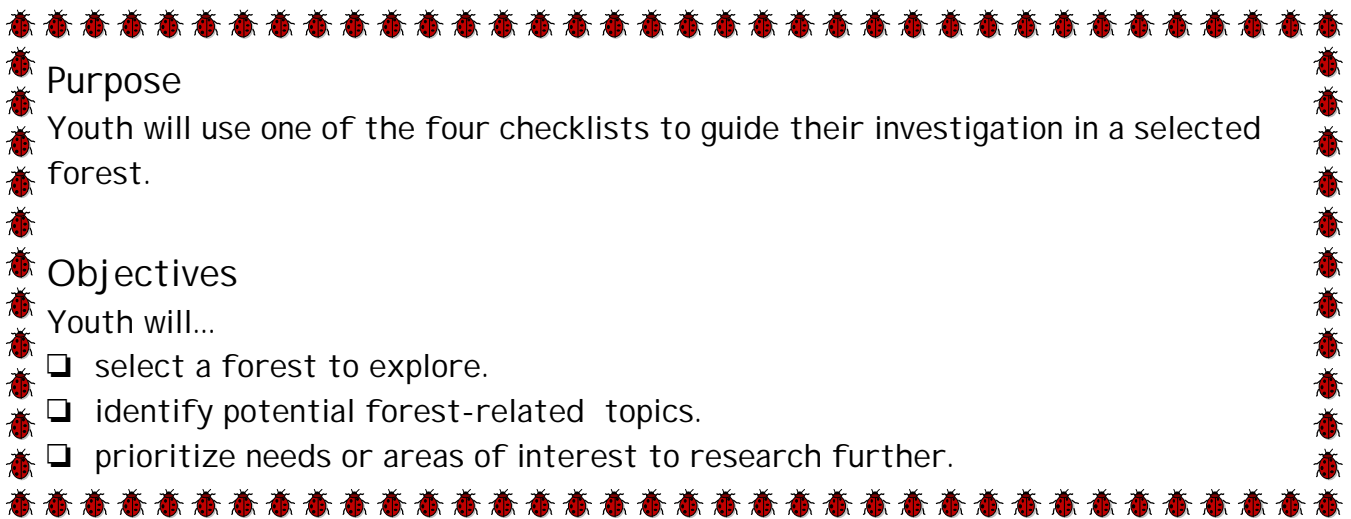7. Do you think that youth enjoyed the activity?   ❏ Yes   ❏ No

8. Did you contact or partner with a natural resource organization or agency to help with
   Step 1?   ❏ Yes   ❏ No

    If yes, which agency or organization?

9. What would you do differently next time?

10. Additional reflections:

Step 2: Discover a need for action

Purpose
Youth will use one of the four checklists to guide their investigation in a selected forest.

Objectives
Youth will...
- ❏ select a forest to explore.
- ❏ identify potential forest-related topics.
- ❏ prioritize needs or areas of interest to research further.

Preparation The group may need permission from a landowner or agency to access the forest and complete the checklist. Ultimately, you will also need permission to conduct the project.

Materials needed
- ✓ Checklists (pages 69 - 103) in the *Youth Action Guide*
- ✓ Maps (See page 15 of the *Youth Action Guide* for information about maps)

Getting started There are four checklists included in the *Youth Action Guide*, each with questions focusing on a different site: Home, School, Community, and Forest. The purpose of the checklist is to guide the youth toward potential action projects. Rather than providing a list of possible projects, the checklist helps youth identify and understand problems and topics related to their site.

Review all four checklists with youth to get a feel for the types of questions and potential issues at each site. Explain that the checklists will be used to identify forest-related issues. Identify the types of forests near you and discuss which checklist might be appropriate for each forest.

If youth have trouble understanding the questions relating to forest management practices, you may chose to do Step 3 first, then come back to Step 2.

Help youth decide which site to use for their investigation. If you are limited by transportation, suggest the school or home checklist. Youth may want to complete investigations individually at their homes, using the home checklist, then share their results as a group. If your group has an interest in working in the neighborhood, you'll use the community checklist. If you are in a camp setting, use the school or forest checklists. If a park or forest has a lot of appeal because it is well-used or remote, confirm that this is what the group wants and use the forest checklist.

If youth select a site other than the one they choose in Step 1, visit the new site and investigate the trees and forests in this area. Since all group members may not be familiar with the area, redo parts A through C from Step 1. Youth may even be able to answer some of checklist questions as they investigate the area.

Completing the checklist The checklist asks questions that will likely involve additional research. Some questions need to be answered by the person in charge of the forest, such as the forest manager or city arborist. Help youth identify and contact resource people who can provide answers.

Not all questions may be appropriate or relevant to the site. Explain that it is okay to skip questions that may not apply.

How much time do you have to complete the checklist?
- If you have a large group, you may want to split them into teams to answer questions.
- If a group gets stuck on complicated questions, skip them and come back to them later with an expert.
- Some questions may require information that takes time to gather; you may start the checklist at one meeting and complete it at the next.

Is there a local organization or agency with whom you can partner?
- Encourage youth to contact local resource people for information.
- Invite a natural resource professional to partner with your group.

- Arrange a field trip to a forest to complete the checklist.

Setting priorities The top priority issue or problem may be obvious, or it may seem that everything is important. Your job will be to help youth establish criteria for setting priorities.

Once they have completed their checklist, ask them to share their findings. Which questions did they mark 'Very Important' or 'Kind of Important'?

If the group is having trouble deciding which items are more important than others - ask them, what makes something a priority issue or concern.
- Is it a priority if it affects a lot of people?
- Is it a priority if it is on public land?
- Is it a priority if it concerns plants, animals, land use, water quality, or air quality?
- Is it a priority if it will prevent future problems?

Related PLT activities The following activities from PLT Pre K-8 Activity Guide will help youth explore aspects of local forests.
- # 8   The Forest of S.T. Shrew
- # 21   Loving It Too Much
- # 36   Pollution Search
- # 46   Schoolyard Safari

Activity Bank – Team Builders
   Space carriers
   Four-sided challenge

1. Which checklist did youth use?

         ❏ Home   ❏ School   ❏ Community   ❏ Forest

2. Did youth use the same site they explored in Step 1 or did they select an new site to conduct this step? Why?

3. Did youth work individually or in teams?

4. Where (or who) did youth go for help to answer the questions?

5. How many questions were rated:

Very Important _____   Kind of Important _____   Not Important _____

List the top 3 issues that youth rated Very Important.

6. What criteria did youth use to determine the priority level given to a response?

7. Approximately how long did it take to complete Step 2?

8. How did youth reflect on the activities in Step 2?

9. What would you do differently next time?

10. Additional comments:

Step 3: Forests are more than trees
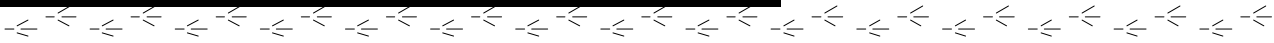
Purpose
Youth will learn about different types of forests and the techniques used to manage them.

Objectives
Youth will...
- ❏ be able to explain management objectives for different forests.
- ❏ explain management techniques of nearby forests.

Preparation Read Forest Bits directions and decide which version to use. Copy and cut out the Forest Bits cards.

Contact your state forest agency for more information on forests in your area. If possible, visit different types of forests and make arrangements for someone to talk to the group about forest management.

Materials needed
- ✓ Forest Bits cards
- ✓ Forest Bits Chart
- ✓ Clipboards
- ✓ Paper
- ✓ Pencils

Take the first step In order for youth to understand how to *Give Forests a Hand*, they first need to understand that not all forests are the same. Forests are managed for a variety of purposes requiring different management practices. To facilitate this learning, use the activity, Forest Bits. This activity is a fun way for your group to learn about forest management as well as work in cooperative groups and develop leadership skills. The instructions and materials for Forest Bits can be found on pages 18-24. After conducting the Forest Bits activity, continue with Step 3 as explained in the *Youth Action Guide*.

Getting started Ask youth to list different forests in their city or state. Have them select one forest, as described in the *Youth Action Guide*, to investigate. Encourage them to select a forest that is close enough to visit. Have youth complete the Forest Management Practices table on page 24 in the *Youth Action Guide* for the forest they listed. You may need to call the forest manager, city arborist, or agency responsible for that forest and ask them to talk with your group about their management practice.

Then have youth complete the table on page 25 for the forest they investigated in Step 2. Go back through the checklists to see if they already have the answers.

Discussion Is their forest from Step 2 similar to or different from the forest they visited?

Related PLT Activities

> # 23 Fallen Log
> # 24 Nature's Recyclers
> # 50 400 Acre Wood
> # 69 Forest for the Trees

Activity Bank – Team Builders

> To Share or Not to Share
> Log Jam

1. Were youth able to list local, state, and national Forests?   ❏ Yes   ❏ No

2. Were youth able to differentiate between urban and rural locations? ❏ Yes   ❏ No

3. What forest did youth visit to complete the Forest Management Practices chart?

4 . Approximately how long did it take to finish Step 3?

5. Did you conduct any supplemental activities (PLT or other curricula)?
         ❏ Yes   ❏ No

 If yes, which activities did you conduct?

6. What evidence do you see that youth are developing leadership skills?

7. What would you do differently next time?

8. Additional reflections:

Forest Bits

Choose a variation of this activity that best suits your group:
- If your group enjoys an independent challenge with little supervision – use the Emerging Leader version.
- If your group needs more guidance – use the Appointed Leader version.

Emerging Leader
1. Divide youth into groups of six.
2. Give each group a set of six Forest Bits cards (do not include the leader card). Tell them that each card is different, but each group has the same set of cards. Each group member receives one Forest Bits card from the set.
3. The objective of this activity is to answer the two questions on Card 4. No one card contains the answer but all of the cards contribute to the answer. Remind the group members that they will need to communicate the information to the group without showing anyone their card.
4. Give them 15 - 20 minutes to work through the task. Make sure they answer both questions.
5. When the groups have completed their task, one member from each group will present their answers.
6. Summarize their presentations on forest management with an overview of why management strategies vary from place to place – *Because we don't get the same thing out of every forest. It is important to understand the landowner's objectives before considering actions in a forest.*
7. Then ask the youth what was difficult about conducting this task. Why were they not allowed to show their card to anyone? - *To make sure everyone was engaged in the exercise.* In every group, a leader probably emerged – how did that occur? Was it the person writing down information? The person with the question? If some groups were all male or female, ask them how this might have led to differences in the way their group functioned. Why did some groups finish faster than others?
8. Conclude by pointing out that leadership comes from many different types of opportunities, and a good leader helps all group members to become engaged, to listen, and to coordinate members' contributions. A good leader is rarely the person with "the answer" because the answer comes from the group. As they continue with their project, they will need to practice good leadership skills.

Appointed Leader

1.   Divide youth into groups of seven. Appoint one member of each group to be the leader.

2.   Give each group a set of six Forest Bits cards, a Leader card, and a Forest Bits Chart. Tell them that each card is different, but each group has the same set of cards. Six group members receive one card from the set, and the leader takes the instruction card and the chart.

3.   The group leader has the task directions and should complete the chart by asking for information from the group about similarities and differences between forests.

4.   Give them 15 - 20 minutes to work through the task. Make sure they answer both questions.

5.   When the groups have completed their task, one member from each group will present their answer.

6.   Summarize their presentations on forest management with an overview of why management strategies vary from place to place – *Because we don't get the same thing out of every forest. It is important to understand the landowner's objectives before making plans for a forest.*

7.   Then ask the youth what was difficult about conducting this task. Why were they not allowed to show their card to anyone? - *To make sure everyone was engaged in the exercise.* How did the group react to the appointed leader? What makes some groups more cooperative than others? If some groups were all male or female, ask them how this might have led to differences in the way their group functioned. Why did some groups finish faster than others?

8.   Conclude by pointing out that leadership comes from many different types of opportunities, and a good leader helps all group members to become engaged, to listen, and to coordinate members' contributions. A good leader is rarely the person with "the answer" because the answer comes from the group. As they continue with their project, they will need to practice good leadership skills.

Leader Card

Instructions: The object of this exercise is to answer the *Questions* on Card 4. Here's a clue - no one card contains the answer but all of the cards contribute to the answer. In order to answer the questions you need to communicate the information with your group without showing anyone your card.

1. Make sure that each person in your group has one card.
2. Take a few minutes for them to read silently all the statements on their cards. No one may show their card to anyone in the group.
3. Ask the person with Card 4 to read the *Questions* aloud to the entire group.
4. As the group leader, you can ask for specific information or each person may read the statements on their card aloud.
5. Write group members, responses on the Forest Bits Chart.

Card 1. *You may not show this card to anyone in your group, but you may read the information on the card aloud to the group.*

A prescribed fire is a fire that is purposely ignited by a land manager under controlled conditions for specific management objectives.

Dead trees can fall in a storm and damage electric wires, start fires, and smash cars or homes.

People use forest areas for recreational activities like hiking, camping, hunting, fishing, skiing, biking, bird watching, and photography.

Urban forestry is the management of trees and forests in and adjacent to urban areas.

Card 2. *You may not show this card to anyone in your group, but you may read the information on the card aloud to the group.*

Some forest ecosystems are maintained by frequent, low-intensity fires; others regenerate after infrequent high-intensity fires which replace entire forest stands.

Snags, or dead trees, provide woodpeckers, chickadees, and other animals like flying squirrels with nest holes and insects to eat.

Unlike commercial operations where seedlings are used to reforest an area, urban forestry plants almost exclusively with large saplings and full grown trees.

Residents in the United States spend over $6 billion annually on trips where wildlife is the major attraction.

Card 3. *You may not show this card to anyone in your group, but you may read the information on the card aloud to the group.*

The 1991 wildland fires in Oakland, California, caused 26 deaths and 148 injuries. The fires destroyed over 3,000 structures, left over 5,000 people homeless, and resulted in $1.5 billion in damages.

In some areas, snags are removed to keep workers safe and reduce fire hazard.

Fallen trees decompose and replenish the soil with nutrients.

Paper comes from trees grown in plantations, from byproducts of lumber manufacturing, or from recycled paper.

Card 4. *You may not show this card to anyone in your group, but you may read the information on the card aloud to the group.*

Questions: How is a management plan for an urban forest different from a management plan for a rural forest? Why are these differences important?

Urban areas are expanding at an estimated 2 million acres per year.

Trees help moderate the urban climate by shading buildings and streets, blocking wind, and adding moisture to the air. If properly placed, trees can provide a 20 - 75% decrease in summer cooling costs.

Sunlight reaching the forest floor helps encourage the rapid growth of young trees, shrubs, and other plants.

Card 5. *You may not show this card to anyone in your group, but you may read the information on the card aloud to the group.*

Snags provide perches for owls, hawks, and eagles when they are hunting.

Each year about 1.4 billion tree seedlings are planted, roughly four million a day.

Trees reduce soil erosion by limiting the amount of sediment washed off a site by as much as 95%.

The average street tree on a downtown city block will live only 7 to 10 years after it is transplanted, but that same tree can live over 100 years in a rural set- ting.

Card 6. *You may not show this card to anyone in your group, but you may read the information on the card aloud to the group.*

The average American uses about 750 pounds of wood and paper products each year.

The forest industry ranks among the top ten employers in 40 states, with 1.6 million employees producing more than $200 billion worth of products each year.

Forest management practices are based on knowledge of forest ecosystems and include tree planting, fertilization, prescribed burning, and cutting.

Prescribed fire can be used to prepare an area for reforestation, enhance wildlife habitat, reduce competition from other plants, keep insects and diseases in check, reduce the build up of leaf litter on the forest floor, and return nutrients to the soil for new plant growth.

Forest Bits Chart	
Urban Forest	Rural Forest

Step 4: Explore your priorities

Purpose

Youth will identify important forest-related topics, explore these concerns in more detail, and prioritize possible project ideas.

Objectives

Youth will...

❏ select forest-related topics and identify important questions.

❏ gather information about forest-related topics from local experts.

❏ analyze their information.

Preparation Review the results of the Checklist from Step 2 and be prepared to help the group identify two to four high priority issues for exploration if they haven't already.

Even if your group believes they are ready to start their service project, your job is to slow them down. Many groups jump to conclusions or get into difficulty by not researching the issues, understanding who is involved, considering the consequences, and going through all the steps of good planning.

Good citizenship skills are based on good problem solving skills, and solving problems begins with understanding all aspects of the topic. These steps shouldn't take months, but they might involve several weeks of investigation and thoughtful analysis. It may be challenging to keep their interest in a future service project, so try to point out the importance of the information they are collecting and help them see how their thoughtfully planned ideas are better than their first impressions.

Getting started Begin by reminding the group of their priority concerns from their checklist (Step 2). Help the group consider how many priority topics they can reasonably investigate. Be aware that limiting the group to only one concern constrains their future choices but more than four priorities might be difficult to manage.

For each priority, help the group identify questions about the issue, the background, who is involved, and the value of potential projects that they can research. Help them consider how to get this information. They can use local newspaper articles, interview neighbors and government officials, and talk to the landowner. Suggest they ask about potential projects that could address the priority.

Preparing for interviews Using the Skills Bank on page 63 in the *Youth Action Guide*, review the interviewing skills with youth. Ask them to practice interviewing each other and you. Make sure they conduct interviews in pairs so someone can take notes. Experts may be eager to share their information, but only to a point. Interviewers who are prepared with a set of concise questions will find it easier to get good answers. Be sure to respect peoples time and busy schedules.

Discussion When the group members return with their information, lead a discussion which allows them to present their information and organize it into a framework. Page 29 of the *Youth Action Guide* shows how a group might present and organize information they collected about their topic. This framework helps groups see common themes and make connections among information sources. Have youth review the example and then answer the questions on page 30. Possible answers are presented in the box on the next page.

Handling controversy Many subjects for service projects are not at all controversial. Any group should find good community support for non-controversial activities. Other topics, however, may involve conflicting views on how to solve problems. Your group members may discover a variety of contradictory facts and perceptions. If so, don't back away, but encourage the group to move forward with caution.

Make sure the group sees and hears viewpoints from different people and multiple sources. Don't try to eliminate the bias, but balance it. Invite relevant organizations to present their views and tell their side of the story.

- Help the group understand that all perspectives have some truth. Offer different scenarios and local examples where people may have a difference of opinion.

- Help the group realize that it can be difficult to listen to opposing views, especially if people feel strongly about an issue.

- Practice seeing multiple views. On pages 28 and 29 of this guide, you will find a brief discussion on the complexity of some environmental issues. Use these excerpts to help generate a discussion on multiple viewpoints of these current environmental issues.

Brainstorming Part D is the key to selecting the right project. You can help your group brainstorm by using the Mind Map activity in the *Youth Action Guide*. Help the group identify as many possible activities or projects as they can. Once ideas have been listed, step back and look for activities that relate to one project goal.

Related PLT activities
    # 19 Values on the Line
    # 33 Forest Consequences
    # 34 Who Works in this Forest
    # 57 Democracy in Action

Activity Bank – Energizers
    Clear Cut
    Running in Circles

Possible answers to the questions on page 30 in the *Youth Action Guide*

❏ What is the forest-related topic or issue? *The students at Andrews Middle School are exploring potential uses of their school forest.*

❏ Are there common themes among the three information sources? *There is no management plan and it is unclear what the objectives or purpose of the forest are. In addition, those involved have different opinions about how the forest should be managed.*

❏ Who else could the students contact for information? *Other neighbors, teach-*
❏ *ers, and students at the school, school board, city planners, and community members.*

❏ What problems might occur if the students go through with their project without talking with the neighbors? *Some neighbors may not like what the students do, they may get upset, and could put an end to the action project. Even though the neighbors may not own the forest, they still have a stake in its management. Everyone who has an interest in the topic needs to be included in the discussion.*

❏ Can you think of anyone else who might object to the students developing a plan for the school forest? *Besides the neighbors, other people may also be concerned for a variety of reasons. Local nature groups may want the forest to be left alone. School board members may want to build new classrooms on the site.*

❏ List 5 project ideas that the students could do based on the information collected. *The possibilities are limited only by time and imagination! Some examples are: developing a working forest, create an information campaign on the importance of urban forests, construct nature trails throughout the forest, set up educational displays about forest ecology, and conduct a tree inventory of the forest.*

Is it good or bad… or both?

Many environmental issues are difficult to resolve because the issues are complex and depend on the local context. Solutions that are believed to be helpful may be harmful in other parts of the country. Knowing what to do about some environmental problems can be tricky and the first step is to find out more about your local context for this issue. For example, although washing cloth diapers instead of using disposables makes sense where landfills are full but in areas where water supplies are limited it may not be the best answer.

Recycling Paper: Reducing waste, using resources wisely, and recycling resources are good basic rules to live by. Although recycling paper helps save landfill space, depending on the context, paper recycling may not be good for forests. For example, an effective paper recycling system should reduce the need for cutting trees for pulp. If that means enormous Sitka spruce trees are not chipped, most people would see this as a good thing. If that means trees are allowed to grow bigger for a saw timber market, that, too would keep the forest intact for another 10-20 years. But if that means a tree farmer can't sell pulp logs to pay his daughter's college tuition, he may decide to sell his land to a developer. Pavement is not good for any forest.

Native Plants: Trees and other plants that evolved in an ecosystem play an important role in the health of that system. They also tend to provide wildlife and insects with food and shelter. In many areas, planting native species is encouraged to restore functional ecosystems. But there is also a role for non-native plants, especially in botanical gardens, arboretums, and urban areas that want to showcase a variety of trees. In some instances, native trees no longer grow well in the urban forest because the urban areas has been altered so dramatically. Non-native trees may grow better and may be the best option. Explore the management objectives for the area and the desire of citizens.

Invasive Plants: Sometimes the difference between a "good" plant and a "bad" plant is where it is located. Some weeds are considered invasive because they have the potential to take over natural areas and change the ecosystem. But should we get rid of all weeds, or do they have a role to play in the ecosystem? Contact your local natural area managers to understand which plants are invasive and damaging to the region. Find out how they are spread and what the source is. Perhaps you can help reduce the problem.

Clearcutting: If we want to use trees for pulp and timber, we need to cut them down. What are the ways that trees are harvested in your area? There are economic advantages to cutting all the trees at once, but there are also disadvantages, particularly if rain washes soil down a slope. Open patches allow foresters to replant the forest with species that grow quickly in full sunlight. What kinds of trees are used to reforest local areas that have been harvested? What are the characteristics of these trees that make them ideal for the site? The sunlight also encourages shrubs and other plants to grow, which often bring deer, birds, and insects to these cleared areas. Make sure you know how a harvest plan fits an overall forest and wildlife management strategy.

Fire: Many of our forest ecosystems depend on fire to maintain a healthy ecosystem. If fire is excluded, the dead branches and thick undergrowth may create a situation where future fires are especially severe. Because more people live in and around forest areas, it has become important to protect their homes and put out fires. Fire that is out of control can be very dangerous. Can we have people in the forest and fire? What alternatives work in your area for reducing the fuel in a forest?

Wildlife: People enjoy seeing wildlife in a forest and want to make sure their habitat is protected. But some wild animals can become a nuisance to the people who live near a forest. Deer and beaver may eat expensive landscape trees in yards, rather than those in the forest openings and along the stream. Geese have become a nuisance on many golf courses and parks. How can we balance our needs with wildlife's needs? Learn about local wildlife population dynamics if you tackle a wildlife habitat project.

1. Do you feel like your group was prepared and knew enough to start a project?

       ❏ Yes   ❏ No

 Why or why not?

2. How did you encourage youth to collect more information?

3. How did the youth feel about conducting interviews?

4. Who was interviewed?

5. Are the youth investigating a controversial issue?   ❏ Yes   ❏ No

6. What would you do differently next time?

7. Additional reflections:

Step 5: Choose a service project

Purpose
Youth will match their skills and interests to a service project.

Objectives
Youth will...
- ❑ conduct a personal skills inventory.
- ❑ match personal skills to a project.
- ❑ choose a service project.

Preparation Remind group members to bring their mind maps, notes, and journal from previous sessions.

Getting started This is a very exciting stage for your group. Your role is crucial in ensuring that your group chooses a realistic project in terms of their skills, resources, and interests. Time, in this case, should also be seen as an important resource. Starting with a longer list of possible projects, narrowing it down, and ending up with one project provides for a good analytical and decision making process.

Step 5 begins by asking youth to reflect on what they are good at doing. In the excitement of a group meeting, young people can generate all sorts of ideas about what they could do. If their ideas don't match their skills or interests, the project may languish or fail. If they first remember their skills and what they like to do, the group is more likely to generate a project that matches their abilities. As the pro-

ject progresses, be sure to point out any new skills and interests youth develop. Have them add these to their inventory.

Have the group match their skills and interests with the ideas brainstormed earlier to determine which project idea best fits the group. Your group may all agree on one idea but if there are differing opinions on which project is best, a decision needs to be made. The *Youth Action Guide* suggests several ways to help make this decision. You may suggest gathering more information to understand the advantages and disadvantages of each project idea and help the decision process. Perhaps another session of interviews and phone calls would be good.

Project boxes The next step is for youth to consolidate all their information into one or two project boxes. Have youth fill out a project idea box for each project identified in part B of the *Youth Action Guide*. First, have youth come up with a

catchy name for each project. A naming contest will get youth exited about their project. Make sure youth write a goal statement for each project; this will help youth create a clearer picture what they intend to accomplish. Go back to the mind map in Step 4 and fill in the project activities that were listed for each idea; youth may want to add to this list.

Hurrah! Your group has a project! Once the project ideas are narrowed down to one, have youth climb the Decision Ladder on pages 42 and 43 in their *Youth Action Guide* to see if they are ready to begin their project plan. For some groups, this will be a process of confirming what they already know. For others it might suggest additional information that would be helpful. If the question is irrelevant to the project idea, encourage the group to step up to a more meaningful question.

Finding time and transportation Service projects take time. Help the group be realistic about how much time they have and when it occurs. Parents, volunteers, and partner organizations may be willing to help supervise service work. School-based programs can link service learning to the curriculum so that class time may be used to complete service projects.

Unless your project occurs in your backyard or neighborhood, your service project is likely to involve transportation as well. Public transit, school buses, bicycles, and partners may be available for moving the group to the project site. Be creative!

Involving families Parents and guardians can provide welcome supervision and/or expertise. This is also important because children whose families are involved in community issues are far more likely to stay involved themselves. Additional adults may help 1) find funding, 2) provide transportation, 3) help the group plan, organize information, and identify a project, 4) checkout possible service sites, 5) present background information or training, 6) evaluate the project, and 7) help organize a celebration.

It is important to clearly explain roles and responsibilities to parents or guardians. Make sure they understand your role -- and its limitations -- as project leader. Encourage them to provide suggestions along the way. Whatever their role, parents or guardians must be kept informed about what their youngsters are doing. A brief note can acknowledge their contributions and avoid misunderstandings.

Funding Funding needs will vary from project to project. Try local sources: individuals; civic groups; businesses; community organizations; government agencies; and community, corporate, or nonprofit foundations. Use your partner organization for ideas and in-kind donations such as tools, seedlings, paint, or use of vehicles or copiers. Service learning projects in many states have funds (contact your state education agency), as well as state 4-H offices. Your state PLT office may have more information about Green Works!, a funding opportunity that provides money for youth projects.

Related PLT Activities

    # 54 I'd Like to Visit a Place Where

    # 56 We Can Work It Out

    # 89 Trees for Many Reasons

Activity Bank – Decision Makers

    Add It up

    Decision Tree

Step 5: Choose a service project   Leader reflection

1. How easy was it to reach agreement on a service project?

2. Are all group members in favor of the decision?   ❏ Yes   ❏ No

3. Is everyone contributing a personal skill to the process?   ❏ Yes   ❏ No

4. How helpful was it to use the Decision Ladder found in the *Youth Action Guide*?

5. What would you do differently the next time?

6. Additional reflections:

Step 6: Project plan

Preparation Arrange for partners and others to review the group's plan. Review notes and materials from earlier exercises.

Getting started It is important to help young people set goals that are challenging yet achievable given the available time and resources. Help youth identify tasks or activities needed to accomplish the project's goals. Assist youth in prioritizing tasks and identifying individuals responsible for completing each task. The example on pages 47 and 48 of the *Youth Action Guide* will help the group work through the process of organizing tasks. Prompt the group by asking, "What needs to be done in order to accomplish this task?", "Are any of the tasks similar?", "What types of things do you need to accomplish each task?", and "Who else needs to be involved in the project?"

When the project plan is completed, every task should have a deadline and a person responsible for it. Remember, it's okay to change the plan later, but it is important to make a plan so everyone knows their duties and deadlines.

Safety Plan Identify risks your group might encounter in doing the project. Young people are more likely to behave safely if they have helped to identify risks, set the rules, and develop a plan to deal with emergencies.

What are the general risks?
- ❏ Weather
- ❏ Traffic
- ❏ Crime
- ❏ Poisonous plants
- ❏ _____
- ❏ _____

Are there project-specific risks?
- ❏ Trash with sharp edges
- ❏ Hazardous substances
- ❏ Dead branches on a tree
- ❏ Insect or snake bites

What can be done to reduce risks?
- ❏ Work with a buddy at all times
- ❏ Read and follow instructions
- ❏ Wear proper clothing
- ❏ Drink plenty of water
- ❏ Get training to use equipment
- ❏ _____
- ❏ _____

Establish emergency procedures and make sure everyone knows them.
- ❏ Post 911, hospital, and other emergency phone numbers.
- ❏ Have a first aid kit, vehicle, and driver available when working on projects.

Related PLT Activities
> # 54 I'd Like to Visit a Place Where
> # 90 The Native Way
> # 91 In the Good Old Days

Activity Bank – Energizers
> Tree Twisters
> One at a Time

1. Did youth find it easy/difficult to break the bigger project idea into smaller tasks?

2. What made it easy or difficult for youth to create a plan of action?

3. Did youth create realistic tasks given their timeline?   ❏ Yes   ❏ No

4. How is group communication and leadership evolving?

5. Are youth sharing the project responsibilities evenly or are a few group members taking over?

6. Did you conduct any supplemental activities (PLT or other curricula)?
     ❏ Yes   ❏ No

 If yes, which activities did you conduct?

7. What would you do differently next time?

8. Additional reflections:

Step 7: Keep on track

Preparation Review the Project Plan as needed. Closely watch to see where the group runs into trouble: use information in the Skills Bank to build the group's skills.

Getting started Hold regular meetings to check on the status of assigned tasks. Use the Project Plan as a guide to check that tasks are being completed thoroughly and on time, but remember it is a flexible guide and not a rule book. Use these regular meeting times to discuss problems and alternative actions. It is important that youth continue to work cooperatively and communicate with each other; team building exercises may be especially appropriate to begin each meeting.

To help keep your group on track and show that the project has made an impact, youth will need to collect data on their project. Review the types of information they might collect on page 55 of the *Youth Action Guide* then brainstorm the types of data they could collect and how they will collect it.

Leader evaluation and program improvement Evaluation does not need to be expensive or involve specialized expertise. By completing the Leader Reflection questions at the end of each step, you already have a good start in evaluating your program. You may also have already collected other data that will help the effectiveness of your program, like participation and attendance records, individual project notebooks, partner feedback, or letters of support.

You can always ask for feedback from participants, partners, and any organizations receiving services. Some useful questions to ask are:
- Did the project meet your needs?
- What would you like to see changed?
- What impact did the project have on you, your organization, and the community?

Activity Bank – Energizer
      Tree Twisters
      One at a Time

1. Do you feel that youth followed their project plan and timeline throughout the project?

           ❏ Yes   ❏ No

2. How did youth revise their project plan or timeline?

3. How did youth measure success?

4. Did youth run into problems or roadblocks while doing the project? ❏ Yes   ❏ No

   If yes, how did these get resolved?

5. Did youth hold regular meetings to discuss ongoing project activities? How many were needed?

6. What other agencies or organizations are involved? What contributions or actions have they offered toward the success of the project?

7. What do you wish you knew ahead of time about this project?

8. Additional reflections:

Step 8: Celebrate success

Purpose
Youth will reflect on their service experience and celebrate their accomplishments.

Objectives
Youth will...
- ❏ reflect on their experiences and accomplishments.
- ❏ celebrate the group's success and receive recognition for their efforts.
- ❏ share accomplishments with the community.

Materials needed

✓ Celebration supplies

Getting started Help the group reflect on their accomplishments. Whatever the level of success, state your pride in their commitment and effort.

Reflection This is an important time to reflect on all that has happened over the past weeks and months. Prompt youth to share their experiences using the questions on pages 59 and 60 of the *Youth Action Guide*. Share your experiences with them as their leader and encourage them to contribute their thoughts, feelings, and experiences.

Once youth have reflected about the project process, help them figure out ways to communicate what they have done to others. Help youth write press releases and send them to newspaper, radio, and TV stations. Your youth may want to put a presentation together for the student body or the county commission.

Celebrate! Celebrations can strengthen a person's sense of self-worth, unify a group, and bring closure to a project. Local recognition celebrations can acknowledge partners and other supporters as well as group members' commitment to their communities and the environment.

Organize a celebration that is meaningful to those involved in the project. It can be as elaborate as a banquet, as fun as a pizza party, or as simple as holding a ceremony at a regular group meeting. Partners and supporters will likely appreciate publicity, and feel moved by genuine expressions of appreciation from youth. Pictures, skits, videos, and public testimonies by youth can be very influential.

Parents or volunteers might like to organize a party for the group, or the group may want to organize their own. Partners may also be willing to provide recognition, such as by giving award certificates to group members. You can develop your own certificate for your group members.

The next steps The members of your group have learned valuable lessons in good stewardship; as you tackle new projects, they will continue to learn and grow as individuals and as a group.

Related PLT Activities
> # 59   Power of Print
> # 60   Publicize I t

1. Do you think that your project met an important school or community need?
        ❏ Yes   ❏ No

   If yes, how your project met an important need?

2. What did you think youth learned as a result of their service experience?

3. Do you feel that you were successful in guiding youth to make their own decisions?
        ❏ Yes   ❏ No

4.   How closely did you follow the steps in the *Youth Action Guide*?

5. What would you do differently next time?

6. What will YOU remember about this experience five years from now?

7. Additional reflections:

Activity Bank

The following activities will help you foster skills among your group and create a better flow for group meetings. These activities are also meant to be fun! Take time to talk after each activity using the suggested questions or your own.

The following activities were adapted from *The Encyclopedia of Games for Trainers* (Kirby, A. 1992, Amherst, MA: HRD Press): Choose a Leaf, Four-Sided Challenge, To Share or Not to Share, Stranded, Add It Up, Clearcut, Tree Twisters, Running in Circles, and One at a Time.

Icebreakers

If the members of your group do not know each other, these activities will facilitate introductions and help members get to know one another. Even if the members already know each other, these activities are still good ways to start a meeting and to learn more about each member.

Icebreaker 1 - Tree Jugglers

Procedure: Stand in a circle. Ask each person to think of a tree that starts with the same letter as their first name. If youth are not able to think of different tree names, ask the group for help. Have each person introduce themselves by their first name and their tree name, for example, "Juanita Juniper" and "Alex Alder."

Materials:
- ✔ Tennis balls
- ✔ Tree identification guides
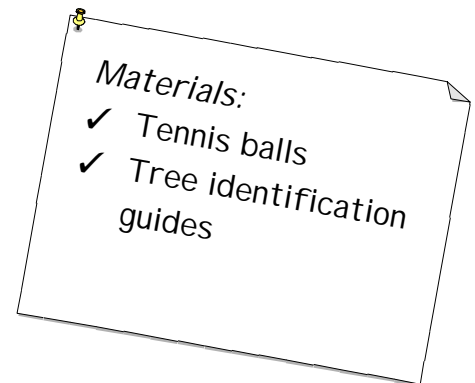
Begin by saying the person's tree name and bouncing the ball to that person. That player then bounces the ball to another player, calling out his or her tree name. Continue until everyone has had the ball at least once. Now speed up. When this gets easy, add one or two more balls.

Discussion questions:
 Who can name every person in the group?
 Why did you choose the tree names you did?
 Do you know what all these trees look like? Where can you find that tree?

Extended activity: If youth are not familiar with their type of tree, have each person look up their tree and share the description with the group.

Icebreaker 2 - Get Acquainted

Procedure: Place the strips into a hat. Have youth pick one strip from the hat and find a partner. Each person has one minute to discuss the assignment on the strip of paper while their partner listens. Reverse roles for another minute. Participants then exchange slips and find new partners.

Materials:
✓ Copy of the table below and cut it into strips. If you have more than ten youth, make several copies or create additional strips.

Describe your favorite tree.	Describe a person you admire.
Name your favorite animal. Describe this animal's habitat.	Describe the most fun you've had in the past year.
Describe three things you used to-day that came from a plant.	Describe your favorite meal. What part of that meal comes from a tree or plant?
Describe a favorite volunteer experience.	Describe your favorite outdoor memory.
Describe your favorite season or time of year.	Describe your favorite place.

Icebreaker 3 - Choose a Leaf

Procedure: Spread the leaves out on the floor or a table. Invite group members to examine the leaves and to select a leaf with which they can identify. Form group members in a circle and have them take turns introducing themselves, showing their chosen leaf, and explaining why they chose it.
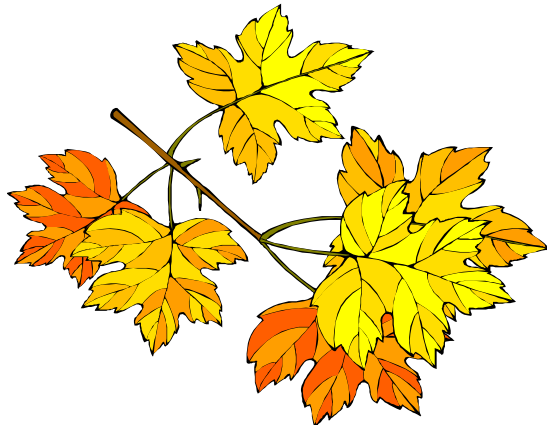
Materials:
- ✓ A variety of tree leaves. At least one for each members of your group.
- ✓ Tree identification guides.

Discussion Questions:

Who knows what type of tree his/her leaf came from?

If you don't know what tree a leaf came from, how could you find out?

How are all the leaves similar? How are they different?

Team Builders

Team building activities teach cooperation, negotiation, and the importance of both verbal and non-verbal communication.

## Team Builder 1 - Space Carriers

Procedure: You need to prepare carriers in advance, one for each group of 8-10 people. Tie 4 or 5 three-foot lengths of strings to a rubber band (four for eight people, five for ten).

Break into groups of 8-10. Explain that cooperation and communication is crucial to the success of any group project and youth must use both just to move a single cup of water from one point to another. Each group forms a circle and everyone picks a partner. Blindfold one partner from each pair, and hand each blindfolded person one of the strings.

Materials:
- ✓ Paper cups
- ✓ Rubber bands (just large enough to fit snugly around the cups)
- ✓ String
- ✓ 4 –5 Blindfolds
- ✓ Water

Set a paper cup of water on the floor in the center of each group. Tell groups they have to use the carrier to pick up the cup, lift it off the ground without spilling any water and move it 20 feet to a designated spot. The blindfolded partner is the only one allowed to touch the string. The non-blindfolded partner can talk only to their blindfolded partner, and not to any other pairs.

Give the groups five minutes to work. Do not tell them how to do the task. If they spill a little, say, "Oops! Careful," but keep going. If the cup tips over, have them start again; or stop and talk, depending on time and frustration levels. When one group succeeds or time runs out, take off blindfolds and discuss. Now, try again, letting pairs talk to each other or with one person directing the four blindfolded people.

When participants pull on all strings equally, they can stretch the rubber band large enough to fit over the cup. When they slowly release the strings, the rubber band fits snugly around the cup so it can be lifted.
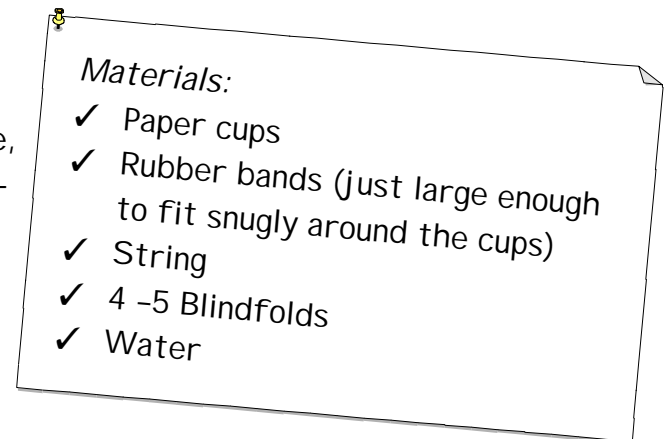
Discussion Questions:

Was the task difficult? Why? Why not?

Was is harder when verbal communication was not allowed? How did you communicate?

How can we increase communication on our project?

Team Builder 2 - Four-Sided Challenge

Procedure: Before beginning this activity, make a copy of the five squares (see patterns on next page) so that each group will have one set. Cut the squares into the pieces as marked. Place the pieces of each square into similarly marked envelopes. Each group will have five envelopes containing the parts for the five different squares.

> **Materials:**
> ✓ Copy the patterns for the activity and cut into pieces.
> ✓ Place the pieces in corresponding envelopes, marked a through e.

Divide youth into groups of five. Explain that each group will receive five envelopes containing the needed parts to make five squares. Each square will be the same size. The group must assemble the five squares from the pieces provided.

The rules are (it may help to right the rules on a board or flipchart):

No group member may have more than six pieces in front of them at a time.

There can be no verbal communication or sign language.

You cannot take pieces from another person and you cannot ask for another person's piece to be given to you.

Answer any questions that might arise and then allow the groups to go to work and continue until all groups complete the task.
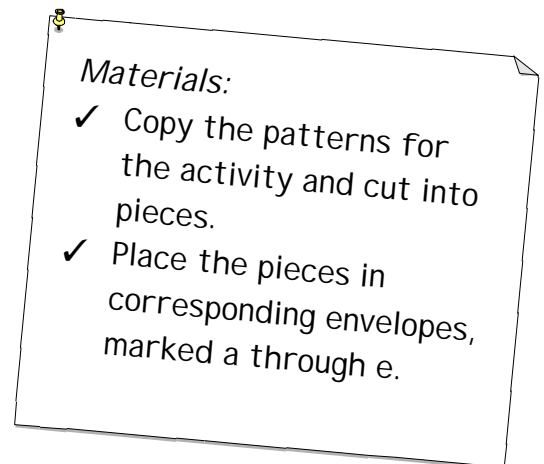
Discussion questions:

How did you communicate with each other?

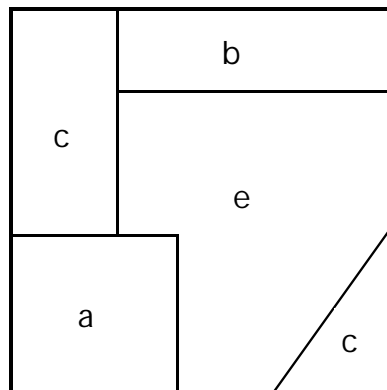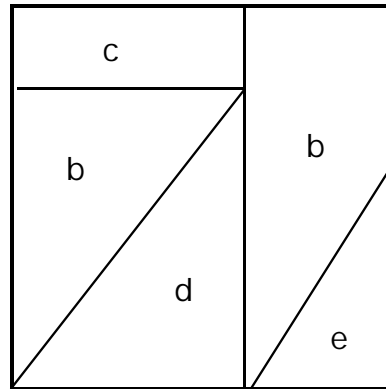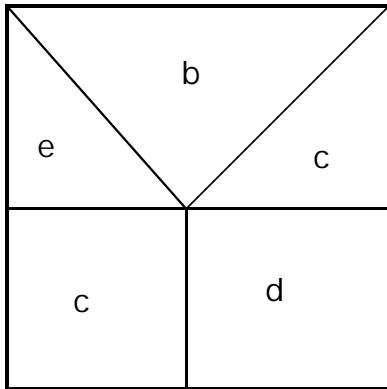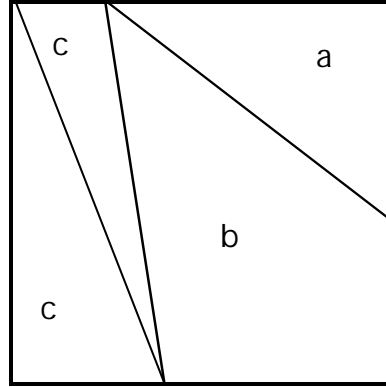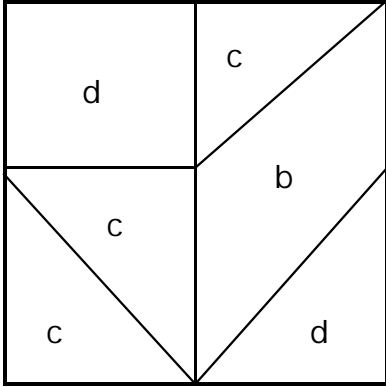How did you work as a team or did you work individually?

How did your group members help? How did they hamper your efforts?
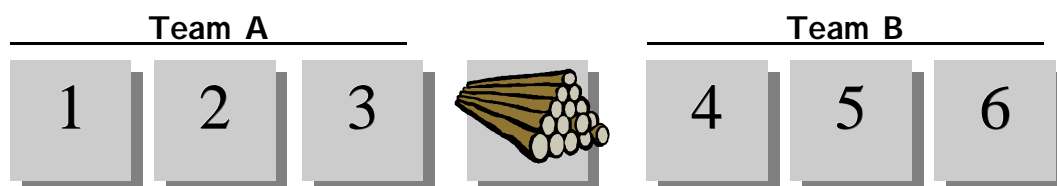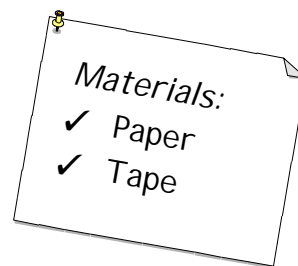
Did your group have a leader? How did this work?

Pattern pieces for the Four-sided Challenge

Cut construction paper into the following pieces and place into envelops (a-e) according to the letter on each piece.

Team Builder 3 - Log Jam

Procedure: Tape seven pieces of paper to the floor in a straight line, as illustrated below.

Have six youth stand on each numbered piece of paper. All participants should face the middle piece of paper. The youth to the left of the blank piece of paper are Team A (papers 1, 2, 3) and the youth to the right of the blank piece of paper are Team B (papers 4, 5, 6). The object of the activity is for the members of Team A to switch places with their counterparts of Team B. For example, Person 1 needs to end up where Person 4 was and vice versa. The two teams must work together to undo the log jam. The final placement should look like the figure below.
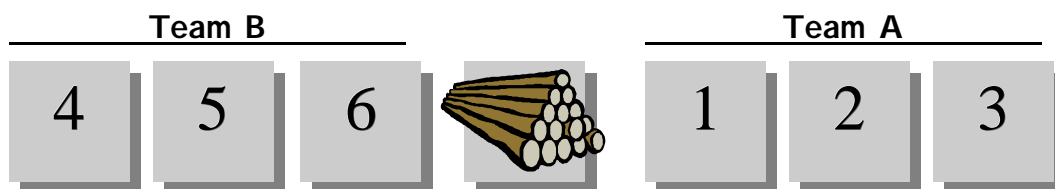
The rules are:

> Everyone must be on a piece of paper at all times.
> There can be only one person on a piece of paper at a time.
> You can only move forward and only to an empty piece of paper.
> You can go around one person at a time, only if there is an empty piece of paper behind them, and only if that person is on the other team.

After explaining the rules, answer any questions and then allow the game to begin.

Discussion questions:

> Was the task difficult? Why or why not?
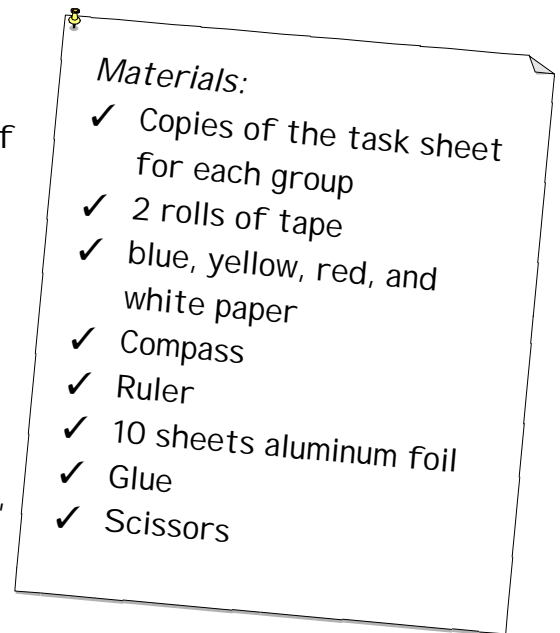> Did your group have a leader? How did this work?
> Did everyone contribute to the solution? Why or why not?

Team Builder 4 - To Share or Not to Share?

Procedure: Before starting this activity, make a copy of the task sheet for each group and be sure to have the materials needed to give out to each group.

Divide youth into 4 groups and pass out the appropriate materials to each group.

- Group 1: tape, 10 sheets of aluminum foil, 1 yellow sheet, 1 white sheet
- Group 2: tape, compass, 2 red sheets, 1 yellow sheet,
- 1 white sheet
- Group 3: scissors, 1 white sheet, 2 blue sheets, 1 yellow sheet
- Group 4: glue, 1 blue sheet, 2 red sheets, ruler

Materials:
- ✓ Copies of the task sheet for each group
- ✓ 2 rolls of tape
- ✓ blue, yellow, red, and white paper
- ✓ Compass
- ✓ Ruler
- ✓ 10 sheets aluminum foil
- ✓ Glue
- ✓ Scissors

Give each group a copy of the task sheet and explain that each group has a different set of materials but all groups must complete the same tasks. Between the four groups, there are enough materials for each group to complete all tasks, if materials are used appropriately. Groups are allowed to bargain for materials. Besides what is passed out at the beginning of the activity, absolutely no other materials are to be used -this includes other items in the room or items that youth may have with them. The first group to complete all tasks correctly is the winner.

Feel free to change the number of groups based on the number of youth you have. You will also have to adjust the materials given out and the tasks to be completed. The materials handed out to each group should be unequal but not so much so that one group feels completely helpless!

Discussion questions:

How did it feel not to have all the materials you needed?
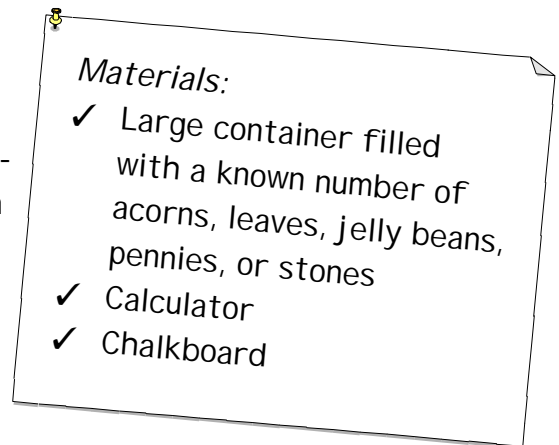How did groups cooperate, compete, and bargain to get what they needed?

Task List:

1. Make a paper airplane at least 20" long that flies.
2. Make a flag of 3" x 5" in at least three different colors.
3. Make a red hexagon with sides at least 2" long.
4. Make a paper chain of at least three different colors.
5. Make a cube of aluminum foil with sides 2" x 2" x 2".

Decision Makers

These activities will help youth learn about making decisions and reaching a consensus as a group.

Decision Maker 1 - Add it Up

Procedure: Show the jar to the group and ask each person to guess the number of items in the jar. Have youth stay in their position and do not let them move around to observe the jar. Record the estimates on the board. Either you or one of your group should then calculate the average of the estimates and report it to the entire group.

Materials:
✓ Large container filled with a known number of acorns, leaves, jelly beans, pennies, or stones
✓ Calculator
✓ Chalkboard

Allow youth to make a second guess and calculate the new average. Repeat this one or two more times, ending with one last individual guess. Disclose the actual number of items in the jar.

Discussion questions:
How did your guesses change as a result of other people's guesses and the group average?
If you changed your guess, did you get closer to the actual number?
Do you feel you made a better guess on your own or after listening to others?

Extended activity: You can use whatever type of item you want. Items such as acorns and stones go along with the theme of the natural environment but you can also use edible items such as jelly beans, gumballs, or cookies!

Decision Maker 2 - Decision Tree

Procedure: Decision trees provide a framework for looking at alternative projects. This activity is helpful when groups are investigating the feasibility of project ideas and trying to uncover alternative ideas.
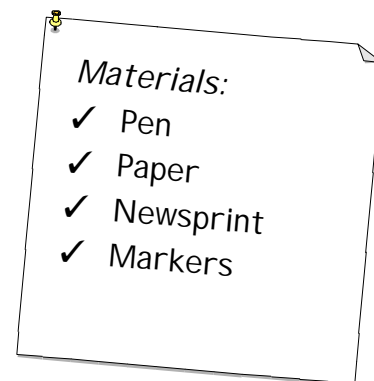
First, have the entire group identify a question as it relates to a service project they are interested in doing. This initial question will form the trunk of the decision tree and should be a broad inquiry such as "Should we build a nature trail?" or "Should we landscape an area with native plants ?" This first question often begins with the word 'should.'

Next, divide youth into groups of three or four people. Each group's task is to think about the decisions that need to be made about the identified project. The decision should be phrased in the form of a yes/no question and both options (yes/no) should be discussed.

Each group is to represent their decisions and resulting alternatives pictorially in the form of a tree. As stated previously, the initial question is the trunk and each decision is a branching point. Each group should end up with several alternative futures for the entire group to discuss.

The sample decision tree on the next page should help clarify the process.
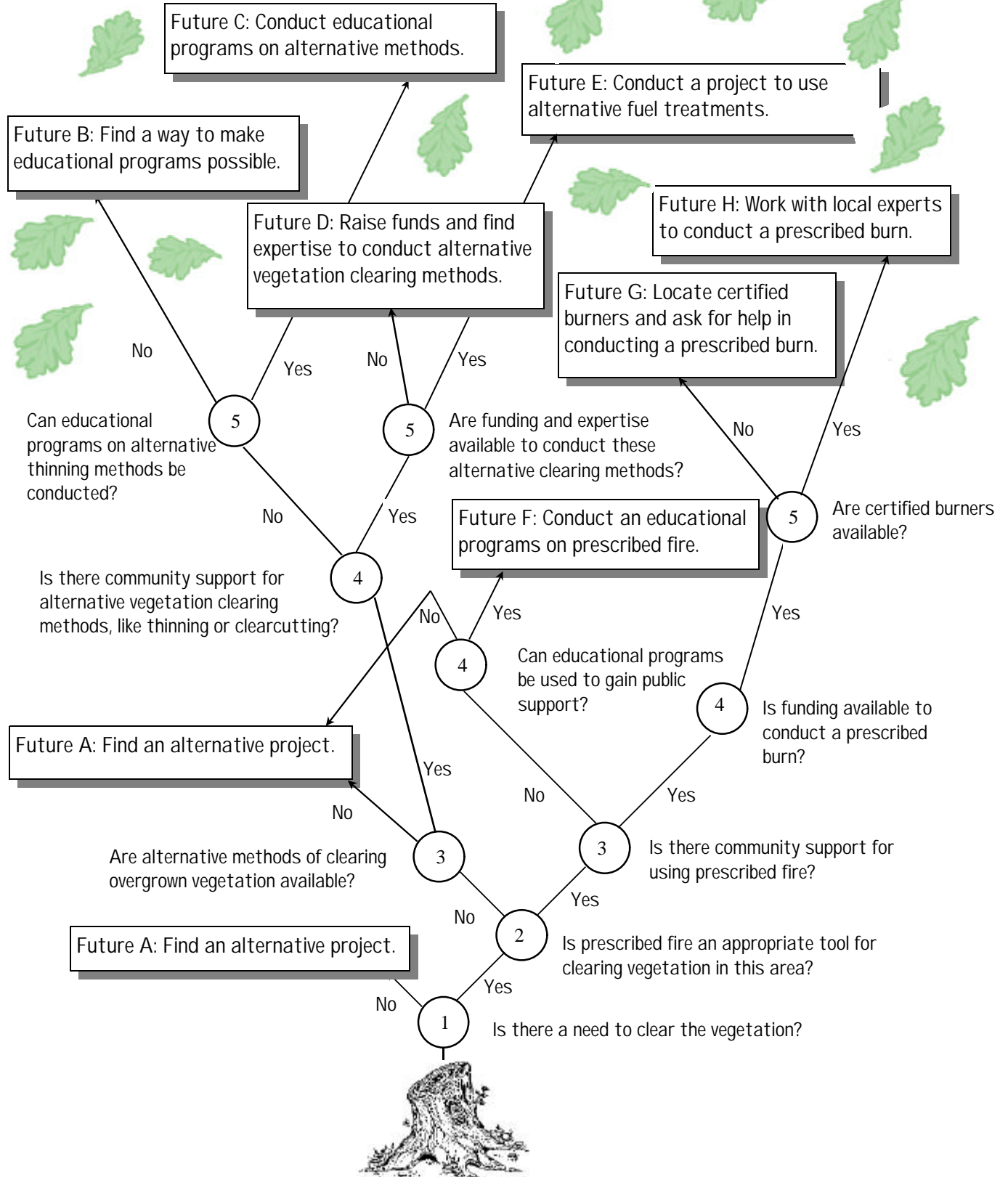
Discussion questions:

> How difficult did you find this exercise? Were there places where you got stuck?
> Did you need to gather more information to complete the tree?
> How did this process change how you feel about the project idea?

Decision Tree - Prescribed Burning

Future C: Conduct educational programs on alternative methods.

Future B: Find a way to make educational programs possible.

Future E: Conduct a project to use alternative fuel treatments.

Future D: Raise funds and find expertise to conduct alternative vegetation clearing methods.

Future H: Work with local experts to conduct a prescribed burn.

Future G: Locate certified burners and ask for help in conducting a prescribed burn.

No   Yes   No   Yes

Can educational
programs on alternative
thinning methods be
conducted?

5   **5**   Are funding and expertise
                            available to conduct these
                            alternative clearing methods?

No   Yes

No   Yes

Future F: Conduct an educational
programs on prescribed fire.

5   Are certified burners
        available?

Is there community support for
alternative vegetation clearing
methods, like thinning or clearcutting?

4

Yes

No   Yes

4   Can educational programs
        be used to gain public
        support?

Yes

4   Is funding available to
        conduct a prescribed
        burn?

Future A: Find an alternative project.

No   Yes

No   Yes

3   **3**   Is there community support for
                          using prescribed fire?

Are alternative methods of clearing
overgrown vegetation available?

No   Yes

Future A: Find an alternative project.

2   Is prescribed fire an appropriate tool for
        clearing vegetation in this area?

No   Yes

1   Is there a need to clear the vegetation?

**Should our project be using prescribed fire to clear overgrown vegetation?**

Energizers

Energizer activities are used to increase a group's energy and concentration or just improve the overall mood. Situations where energizers may be helpful are:

- youth are discussing a controversial issue and the nature of the discussion is becoming overly tense;
- youth seem bored and need a change of pace; and
- youth are working on one task and you need them to switch their attention to another activity.
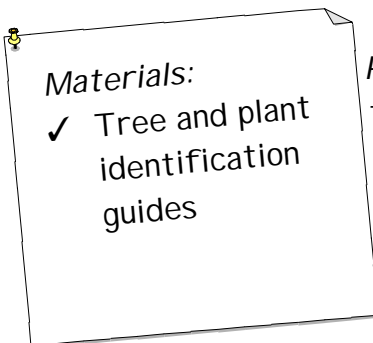
Energizer 1 - Clearcut

Procedure: Arrange chairs in a circle and have each member take a seat. You should stand in the middle of the circle and label each person as a "pine" or "oak." Explain that when you say "pine," all the people labeled as pines must get up and find a new seat. The same process should occur if you say "oaks" instead. If you say "clearcut", everyone must vacate their seat and find a new one. Repeat as many times as you like.

Materials:
✓ Chairs for everyone in the group
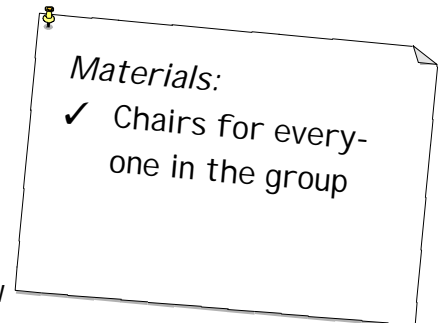
This is a simple, short activity that is meant to get people moving!

Energizer 2 - Tree Twisters

Materials:
✓ Tree and plant identification guides

Procedure: Have youth form a circle. Explain that they will take turns saying a name of a plant. The rule is that the first letter of the plant must be the same as the last letter of the previous plant. Part of an example round might be:

Jack pine ➤ Elderberry ➤ Yew ➤ Wax Myrtle

You can decide if names can be used more than once. If someone gets stuck, encourage others to provide hints or suggestions. Also have tree and plant identification guides nearby in case everyone gets "stumped!"

Energizer 3 - Running in Circles

Procedure: Explain to youth that they need to silently choose one person to be their "1" and another person to be their "2." The goal of the game is for each person to get as close to their "1" as possible, without touching them, and at the same time to stay as far away from their "2" as possible. *Hint:* This usually means keeping their "1" between themselves and their "2." After several minutes, call "reverse" and have youth switch their number 1 and 2 person.

 Answer any questions and begin the game. Again, this activity is meant to get people moving.

Energizer 4 - One at a Time

Procedure: Divide the group into two teams and have each team stand in a straight line. Give one deck of cards to the first person in each line. Explain that the object is to pass an entire deck of cards down the line as fast as possible.

Materials:
✓ Two decks of cards
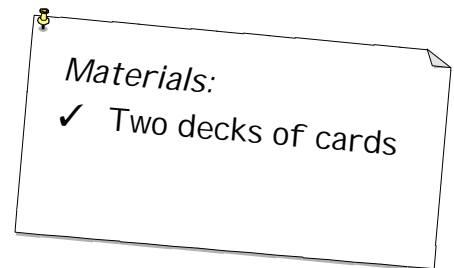
The first person must hold the deck of cards in their hand farthest from the rest of their team and with their other hand, pass the first card to the next person. This person must take the card in their first hand, pass it from one hand to another, then pass it to the third person. This continues until the entire deck reaches the last person in line.

The rule is that no person is to have more than one card at a time. You may want to have a practice round with three or four people to demonstrate. Whichever team gets the entire deck to the other end of their line first, wins.

Resources

On the following pages, you will find contact information for agencies and organizations that can provide assistance. Below each agency name, one or more symbols indicate what type of services are available.

 Information, often technical

 Grants and funding sources

 Curriculum and teacher resources

 Regional offices

 Awards and recognition opportunities

FEDERAL NATURAL RESOURCE AGENCIES

Bureau of Land Management (BLM)

BLM manages more than 270 million acres of public lands, mostly in the Western United States and Alaska. Originally these lands were valued principally for the commodities extracted from them; today the public also prizes them for their recreational opportunities and their natural, historical, and cultural resources. It is the mission of the Bureau of Land Management to sustain the health, diversity, and productivity of the public lands for the use and enjoyment of present and future generations.

1849 C Street, Room 406-LS
Washington, DC 20240
Phone: (202) 452-5125
http://www.blm.gov

Environmental Protection Agency (EPA)

The mission of EPA is to protect human health and to safeguard the natural environment--air, water, and land--upon which life depends. The EPA website offers great ideas about community service projects and information on the grants they offer.

1200 Pennsylvania Avenue, NW
Washington, DC 20460
Phone: (202) 260-2090
http://www.epa.gov

National Park Service (NPS)

The NPS manages over 370 national parks, monuments, recreation areas, battlefields, historic structures, parkways, and wild and scenic rivers. The NPS preserves natural and cultural resources and values of the national park system for the enjoyment, education, and inspiration of this and future generations. The Parks as Classrooms program engages students in park visits and programs.

1849 C Street NW
Washington, DC 20240
Phone: (202) 208-6843
http://www.nps.gov

Natural Resources Conservation Service (NRCS)

NRCS helps private landowners protect the natural resources on their land. It emphasizes science-based assistance and partnerships at the community level. The NRCS mission is to provide leadership in a partnership effort to help people conserve, improve, and sustain our natural resources and environment.

14th and Independence Ave. SW
Washington, DC 20250
Phone: (202) 720-4525 or 1-800-THE-SOIL
http://www.nrcs.usda.gov

United States Fish and Wildlife Service (FWS)

FWS is the only agency of the U.S. Government whose primary responsibility is fish, wildlife, and plant conservation. The FWS helps protect a healthy environment for people, fish, and wildlife, and helps Americans conserve and enjoy the outdoors and our living treasures. The FWS's major responsibilities are for migratory birds, endangered species, certain marine mammals, and freshwater fish.

1849 C Street NW
Washington, DC 20240
Phone: (202) 208-4717
http://www.fws.gov

United States Geological Survey (USGS)

USGS provides reliable scientific information to describe and understand the Earth; minimize loss of life and property from natural disasters; manage water, biological, energy, and mineral resources; and enhance and protect the quality of life. USGS can provide a variety of high quality maps.

12201 Sunrise Valley Drive
Reston, VA 20192
Phone: (703) 648-4000 or 1-888-ASK-USGS
http://www.usgs.gov

USDA Forest Service (FS)

USDA FS manages over 191 million acres of National Forests and Grasslands, assists non-Federal landowners through State and Private Forestry programs, and conducts internationally recognized natural resources research. The job of FS managers is to help people share and enjoy the forest, while utilizing and conserving natural resources.

201 14th St. and Independence Ave., SW
Washington, DC 20250
Phone: (202) 205-1661
http://www.fs.fed.us

Constitutional Rights Foundation (CRF)

CRF is a non-profit, non-partisan, community-based organization dedicated to educating America's young people about the importance of civic participation in a democratic society. CRF seeks to instill in our nation's youth a deeper understanding of citizenship through values expressed in our Constitution and its Bill of Rights, and educate them to become active and responsible participants in our society.

601 South Kingsley Drive
Los Angeles, CA 90005
(213) 487-5590 Fax (213) 386-0459
http://www.crf-usa.org

CRF's Robinson Mini-Grant Program awards grants for K-12 service-learning projects designed to address community issues. For more information go to: http://www.crf-usa.org/network/robinap200.html

Give Water a Hand

Give Water A Hand is a national watershed education program designed to involve young people in local environmental service projects. Following steps in the Give Water A Hand Action Guide, your youth group or class plans and completes a community service project to protect and improve water resources.

216 Agriculture Hall
1450 Linden Drive
Madison, WI 53706
Phone: (800) 928-3720
http://www.uwex.edu/erc/gwah

Learn and Serve America

Learn and Serve America supports service-learning programs in schools and community organizations that help nearly one million students from kindergarten through college meet community needs, while improving their academic skills and learning the habits of good citizenship.

1201 New York Avenue, NW
Washington, D.C. 20525
Phone: (202) 606-5000
http://www.learnandserve.org

National 4-H Council

The National 4-H Council's mission is to be an uncommon youth development organization fostering innovation and shared learning for youth workers and young leaders.

7100 Connecticut Avenue
Chevy Chase, MD 20815-4999
Phone: (301) 961-2800
http://www.fourhcouncil.edu

National Environmental Education and Training Foundation (NEETF)

NEETF seeks to bring objective and scientifically sound environmental education to America, from educators and children to business leaders and public officials. NEETF strives to help the nation meet critical challenges by connecting environmental learning to progress on issues of national concern such as educational excellence, community participation in managing our natural resources, health care, and the environmental performance of small business.

1707 H Street, NW Suite 900
Washington, DC 20009
Phone: (202) 833-2933
http://www.neetf.org

National Service-Learning Clearinghouse

National Service-Learning Clearinghouse is a comprehensive information system that focuses on all dimensions of service-learning, covering kindergarten through higher education, school-based as well as community based initiatives.

ETR Associates
P.O. Box 1830
Santa Cruz, CA 95061
Phone: 1-866-245-7378
http://www.servicelearning.org

National Youth Leadership Council (NYLC)

NYLC's mission is to engage young people in their communities and schools through innovation in learning, service, leadership, and public policy. As one of America's most prominent advocates of service-learning and youth service, the NYLC is at the forefront of efforts to reform education.

1910 West County Road B
St. Paul, MN 55113
Phone: (651) 631-3672
http://www.nylc.org

The NYLC operates the **National Service-Learning Exchange**. The Exchange has developed a network of over 300 volunteer Peer Mentors who have experience in service-learning in different settings and who have volunteered to assist others.

Phone: 1-877-572-3924
http://www.lsaexchange.org

Project Learning Tree (PLT)

PLT is an interdisciplinary environmental education program for educators working with students in PreK through grade 12. PLT's mission is to increase students' understanding of our environment, stimulate students' critical and creative thinking, develop students' ability to make informed decisions on environmental issues, and instill in students the commitment to take responsible action on behalf of the environment.

1111 Nineteenth Street, NW, Suite #780
Washington, DC 20036
http://www.plt.org

PLT has developed **GreenWorks!**, a Community Action and Service Learning Program designed to offer PLT-educators and their students the opportunity to make a real difference in the communities in which they live and work. GreenWorks! encourages students to participate in community-based partnerships by developing and implementing action projects such as graffiti paint-overs, tree plantings, stream clean-ups, and recycling programs.

Project WET

Project WET (Water Education for Teachers) is an international water science and education program for educators of students in grades K-12. The goal of Project WET is to facilitate and promote the awareness, appreciation, knowledge, and stewardship of water resources through the development and dissemination of classroom-ready teaching aids and the establishment of state and internationally sponsored Project WET programs.

210 Culbertson Hall, Montana State Univ.
Bozeman, MT 59717-0057
Phone: (406) 994-5392
http://www.projectwet.org

Project WILD

Project WILD is a conservation and environmental education program for educators of students in kindergarten through high school. The program emphasizes wildlife--because of its intrinsic and ecological values, as well as its importance as a basis for teaching how ecosystems function.

707 Conservation Lane, Suite 305
Gaithersburg, Maryland 20878
Phone: (301) 527-8900
http://www.projectwild.org

SchoolGrants

The purpose of SchoolGrants is to provide resources for children, teachers/educators, and K-12 schools. Their goal is to contribute to the task of improving schools and programs for the children served by those schools.

P.O. Box 4431
Dallas, TX 75208
Http://www.schoolgrants.org

SERVEnet

SERVEnet is a program of Youth Service America (YSA). A leader in the field of youth service for more than 10 years, YSA continues its tradition of ground-breaking innovations in community service by supporting SERVEnet. SERVEnet depends and runs on the input of volunteers and organizations. It brings thousands of volunteers and community organizations together online daily.

1101 15th Street, NW, Suite 200
Washington, DC 20005
Phone: (202) 296-2992
http://www.servenet.org

ENVIRONMENTAL / NATURAL RESOURCE ORGANIZATIONS

American Forests

American Forests' mission is to help people improve the environment with trees and forests. The organization works to provide a sustainable future for forests - both urban and rural - through national and international tree planting, forest policy, urban forestry, and popular programs, such as The National Register of Big Trees and Famous & Historic Trees.

P.O. Box 2000
Washington, DC 20013
Phone: (202) 955-4500
http://www.americanforests.org

Elm Research Institute

Elm Research Institute promotes the planting of the Liberty elm, which is resistant to the Dutch elm disease. Their current goal is to have 1,000,000 healthy, thriving American elms lining the streets of America.

867 Route 12, Unit 5
Westmoreland, NH 03467
Phone: 1-800-FOR-ELMS
http://www.forelms.org

Izaak Walton League of America (IWLA)

IWLA's mission is to conserve, maintain, protect, and restore the soil, forest, water, and other natural resources of the United States and other areas. The IWLA helps to educate the public about natural resources and the enjoyment and use of these resources.

707 Conservation Lane
Gaithersburg, MD 20878
Phone: (301) 548-0150
http://www.iwla.org

Keep American Beautiful Inc.

Keep America Beautiful, Inc. focuses on enabling local volunteers to acquire the skills, tools, and resources to work together in building more beautiful, more active, and better quality communities. Their focus is on litter prevention, beautification and community improvement; and minimization of the impact of waste on communities.

1010 Washington Boulevard
Stamford, Connecticut 06901
Phone: (203) 323-8987
http://www.kab.org

National Audubon Society

The mission of the National Audubon Society is to conserve and restore natural ecosystems, focusing on birds and other wildlife, for the benefit of humanity and the earth's biological diversity.

700 Broadway
New York, NY 10003
Phone: (212) 979 3000
http://www.audubon.org

National Arbor Day Foundation

National Arbor Day Foundation is the world's largest tree-planting environmental organization. It provides support, materials, education, and organization for tree planting projects.

100 Arbor Avenue
Nebraska City, NE 68410
Phone: 402-474-5655
http://www.arborday.org

The National Tree Trust (NTT)

NTT mobilizes volunteer groups, promotes public awareness, provides grants, and unites civic and corporate institutions in support of local tree planting and education projects throughout the United States. The mission of the National Tree Trust is to act as a catalyst for local volunteer groups in the growing, planting, and maintenance of trees in rural communities, urban areas, and along our nation's highways.

1120 G Street NW, Suite 770
Washington, DC 20005
Phone: (202) 628-8733
http://www.nationaltreetrust.org

National Wildlife Federation (NWF)

NWF's goal is to educate, inspire, and assist individuals and organizations of diverse cultures to conserve wildlife and other natural resources and to protect the Earth's environment in order to achieve a peaceful, equitable, and sustainable future.

8925 Leesburg Pike
Vienna, VA 22184
Phone: (800) 822-9919
http://www.nwf.org

Sierra Club

Sierra Club's mission is to explore, enjoy, and protect the wild places of the earth; practice and promote the responsible use of the earth's ecosystems and resources; educate and enlist humanity to protect and restore the quality of the natural and human environment; and use all lawful means to carry out these objectives.

85 Second Street, Second Floor
San Francisco, CA 94105-3441
Phone: (415) 977-550
http://www.sierraclub.org

The Nature Conservancy (TNC)

TNC's mission is to preserve the world's diverse plants, animals, and natural communities by protecting the habitats they need to survive. The Conservancy achieves this by purchasing the threatened land and waters that support these fragile ecosystems and endangered species.

4245 North Fairfax Drive, Suite 100
Arlington, VA 22203-1606
Phone: 1-800-628-6860
http://www.tnc.org

World Wildlife Fund (WWF)

WWF is dedicated to protecting the world's wildlife and wildlands. WWF directs its conservation efforts toward three global goals: protecting endangered spaces, saving endangered species, and addressing global threats.

P.O. Box 97180
Washington, DC 20037
Phone: 1-800-CALL-WWF
http://www.worldwildlife.org

PROFESSIONAL / INDUSTRY

The American Forest & Paper Association (AF&PA)

AF&PA is the national trade association of the forest, paper, and wood products industry. They represent member companies engaged in the growing, harvesting, and processing wood and wood fiber; manufacturing pulp, paper, and paperboard products from both virgin and recycled fiber; and producing engineered and traditional wood products.

1111 19th Street NW, Suite 800
Washington, DC 20036
Phone: (202) 463-2700
http://www.afandpa.org

International Society of Arboriculture (ISA)

ISA is a professional organization where arborists share their experience and knowledge for the benefit of society. ISA helps to create a better understanding of trees and tree care through research and the education of professionals as well as global efforts to inform tree care consumers.

P.O. Box 3129
Champaign, IL 61826-312
Phone: (217) 355-9411
http://www.isa-arbor.com

National Association of Conservation Districts (NACD)

NACD is an organization that represents nearly 3,000 conservation districts across the nation. The mission of NACD is "to be an advocate for and to empower the nation's conservation districts to facilitate the harmonious use of our natural resources."

509 Capitol Court, NE
Washington, DC 20002-4946
Phone: (202) 547-NACD (6223)
http://www.nacdnet.org

National Association of State Foresters

The National Association of State Foresters is a nonprofit organization that represents the directors of the state forestry agencies from all fifty states, eight U.S. territories, and the District of Columbia. Their website maintains a directory of State Foresters.

444 N. Capitol Street, NW, Suite 526
Washington, DC 20001
Phone: (202) 624-5976
http://www.stateforesters.org

Society of American Foresters (SAF)

SAF is the largest professional society for foresters in the world. The mission of the Society of American Foresters is to advance the science, education, technology, and practice of forestry; to enhance the competency of its members; to establish professional excellence; and to use the knowledge, skills, and conservation ethic of the profession to ensure the continued health and use of forest ecosystems and the present and future availability of forest resources to benefit society.

5400 Grosvenor Lane
Bethesda, Maryland 20814
Phone: (301) 897-8720
http://www.safnet.org

TreeLink

This website was created to provide information, research, and networking for people working in urban and community forestry. Their purpose is to inform, educate, and inspire.

c/o Tree Utah
364 E. Broadway
Salt Lake City, UT 84111
Phone: (801) 364-2122
http://www.treelink.org

STATE AND LOCAL RESOURCES

For state and local resources, check the government pages in your telephone book to locate resources close to your home. Many of the national organizations listed previously have regional and state offices.

Every state has some type of natural resource agency. There may be a central agency that encompasses all the state's natural resources or separate agencies that deal with specific resources such as forests, wildlife, parks, and water.

The universities in your state can provide all sorts of information. Contact natural resources departments such as forestry, wildlife, soils, and horticulture. Cooperative Extension, based at your state's land grant university, has numerous resources and county extension offices.

The following types of agencies are likely to be listed in the local government section of your phonebook:

- Soil and water conservation districts- There are over 3,000 soil and water conservation districts across the country. These districts promote the wise use of soil and water resources and provide technical assistance and educational materials.

- Parks and recreation departments- These departments oversee the planning, maintenance, and operation of city and county parks that often include forested areas.

- City and county arborists- Many local governments employ tree experts to help plant and maintain the urban forest. City and county arborists can be great resource people in your local area.

List additional resources here.