

## Appendix C

### Finding Partners: Useful Contacts, References and Materials for Mentors

#### Programs and Organizations

##### Michigan State University Extension

4-H Natural Resources and Environmental Education Program

4-H Shooting Sports Program

Project F.I.S.H. (<http://www.projectfish.org>)

4-H Great Lakes and Natural Resources Camp (for 13-15 year old teen leaders; in early August) annual teen leadership development opportunity for 4-Hers and other teens from throughout the state.

4-H NREE Publications can be found at

<http://ceenet.msue.msu/bulletin/ctlgmast.html>

Other 4-H publications can also be found at this web site, including:

Shared Space: Our Common Earth (4H1497)

Shared Space: Ways to Learn More Packet (4H1499)

(Field Journals, Sketch Maps, Field Trips, Business Letters, Debates and Panel Discussions, Experiments, Exploring Your Ideas, Interviews, Pen Pals, Questionnaires and Surveys)

Plan It: Your Personal Guide to Making a Plan and Carrying It Out (4H1501)

Contact: Your county MSU Extension office

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##### Michigan United Conservation Clubs

The Conservation Catalog—lists sources for teaching materials, nature centers, parks, and other useful contacts in Michigan and throughout the country

MUCC Youth Camps

Conservation Service Projects Booklet—ideas and resources for doing local environmental stewardship projects

Project Learning Tree and the Leopold Education Program

The Great Lakes WISE (Waste Information Series for Educators) Project

WOW—Wonders of Wetlands

Tracks—magazine and materials for younger youth

Wildlife and Wildlife Encounters—live animal programs

Topographic maps and lake maps, county map books

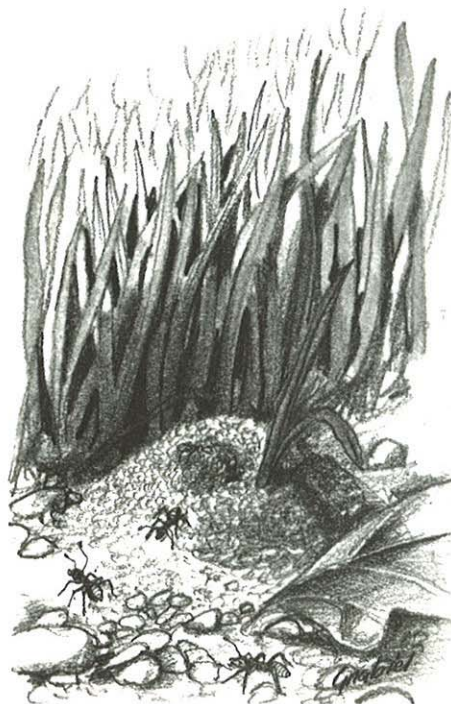
Contact: MUCC

PO Box 30235

Lansing, MI 48909

(517) 371-1041

<http://www.mucc.org>



## Project WILD

Teacher training programs and curriculum materials; specialized training (e.g., Wild about Elk!) available, too.

Contact:

Michigan Project WILD  
409 Ag. Hall  
Michigan State University  
E. Lansing, MI 48824  
(517) 355-1712  
<http://www.canr.msu.edu/projectwild>

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## Purple Loosestrife Project

K-12 and club based activities to rear beetles which help remove the exotic wetland plant, purple loosestrife

Contact:

Mike Klepinger  
(517) 353-5508 or  
Doug Landis  
(517) 353-1829  
Michigan Sea Grant  
College Program  
Michigan State University  
E. Lansing, MI 48824  
<http://www.msue.msu.edu/seagrant/pp>

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## Michigan Department of Natural Resources

<http://www.dnr.state.mi.us>

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## Michigan Department of Environmental Quality

<http://www.deq.state.mi.us> and  
<http://www.deq.state.mi.us/enved>

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## Michigan Envirothon

Annual team-based competition for high-school-age youth. Participation in the state event can lead to participation in the National Envirothon, where scholarships and out-of-state trips are awarded!

Contact:

Michigan Envirothon  
c/o Michigan Association  
of Conservation Districts  
201 N. Mitchell St., Suite 301  
Cadillac, MI 49601  
(231) 876-0326  
Fax: (231) 876-0372

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## Michigan Association of Conservation Districts

Contact the offices at:  
<http://www.nacdnet.org/resources/MI.htm>...or <http://www.macd.org/macdset.html>

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## Natural Resource Conservation Service

To contact Michigan offices of the NRCS, find their locations at:  
<http://www.info.usda.gov/NRCS/mi/directory/index.htm>

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## Adopt A Part of Michigan

Michigan Community Service  
Commission  
111 S. Capitol Ave.  
Romney Bldg., 4th Floor  
Lansing, MI 48913  
Toll Free: (888) 797-6272

<http://www.state.mi.us/career/mcsc>  
Statewide awareness campaign and program to adopt local highways, parks and forests. Partnership between the following organizations: Michigan Community Service Commission, Michigan Department of Natural Resources, Michigan Department of Environmental Quality, and Michigan Department of Transportation

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## President's Environmental Youth Awards

Environmental Protection  
Agency  
Region 5, EPA  
(800) 621-8431  
<http://www.epa.gov>

Annual national awards program; past projects awarded have included school and community recycling programs, construction of nature study areas, and student-created videos, skits and newsletters.

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## Environmental Excellence Awards

Sea World  
7007 Sea World Drive  
Orlando, FL 32821  
Toll Free: (877) 792-4332  
<http://www.seaworld.org>

Annual awards program in categories K-5, grades 6-8, 9-12, and college

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## Partners and Funding for Your Local EE Program

### Regional and National Grants

A few regional and national grant sources are summarized below. For more tips on how to apply, and for information on deadlines for national and regional grants, contact the North American Association for Environmental Education, (<http://www.naee.org>). Order the publication "Grant Funding for your Environmental Education Program: Strategies and Options."

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### EPA—Environmental Protection Agency national and regional EE grants program

Contact: national office and regional offices for EE at <http://www.epa.gov>

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### State grants programs:

MDNR Natural Heritage Program  
Non-Game Grants  
NEST—Nature Education Sites for Tomorrow

MDNR Fisheries Division—  
Inland Fisheries Grant Program

MDNR Forest Management  
Division—Urban and Community  
Forest Grant Program and Arbor  
Day Grants

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### Local sources of support:

Regional foundations, school education grants (e.g., Eisenhower grants, etc.), local civic organizations, local Soil & Water Conservation Districts, local environmental consulting firms, sportsmen's clubs, sportfishing clubs, local retailers (e.g., farm and garden stores, book stores, sporting goods and outdoor equipment stores, etc.).

## Getting to Know the Land and Water: Leaders' References in EE and Natural History for Michigan and the Great Lakes Region

Volunteer leaders and teachers have told of how challenging it is to become acquainted with different ecosystems and organisms, when they either grew up or went to school in some other region of the U.S. If you are interested in getting to know species and systems of Michigan and the Great Lakes region, here are some references you might find helpful! Some you may even find are available at your local library or bookstore.

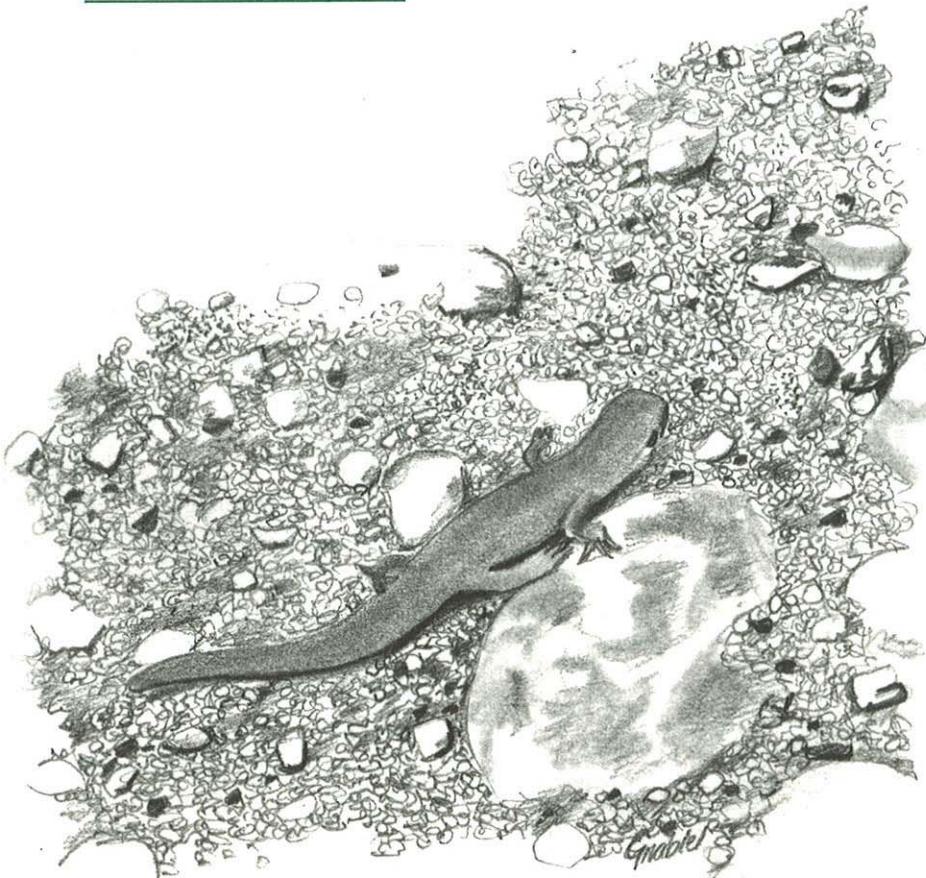
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### From the MSU Extension Bulletin Office (Room 10B, Agriculture Hall, E. Lansing, MI 48824-1039):

G. R. Dudderar. 1991. *Nature From Your Back Door*. MSU Extension Bulletin E-2323, E. Lansing, MI.

J. A. Holman, J. H. Harding, M. M. Hensley, and G. R. Dudderar. 1989. *Michigan Snakes: A Field Guide and Pocket Reference*. MSU Extension Bulletin E-2000, E. Lansing, MI.

J. H. Harding and J. A. Holman. 1990. *Michigan Turtles and Lizards: A Field Guide and Pocket Reference*. MSU Extension Bulletin E-2234, E. Lansing, MI.





J. H. Harding and J. A. Holman. 1992. *Michigan Frogs, Toads and Salamanders: A Field Guide and Pocket Reference*. MSU Extension Bulletin E-2350, E. Lansing, MI.

W. J. Hoagman. 1994. *A Field Guide to Great Lakes Coastal Plants*. MSU Extension Bulletin E-2449, E. Lansing, MI.

M. R. Koelling and J. Neel. (Reprinted 1997). *Identifying Trees of Michigan*. Extension Bulletin E-2332, E. Lansing, MI.

M. R. Koelling, and R. B. Heiligmann. 1993. *Forest Resource Management Terminology*. North Central Regional Extension Publication No. 478. E. Lansing, MI.

Dann, S. L. 1994. *The Life of the Lakes: A Guide to the Great Lakes Fishery*. MSU Extension Bulletin No. E-2440, and *The Life of the Lakes: A Guide to Great Lakes Fishery Educational Materials*. MSU Extension Bulletin No. E-2441, Michigan Sea Grant Extension, MSU, E. Lansing, MI.

## References from other sources

These references are available from various other sources. Check first with MUCC (Michigan United Conservation Clubs), for availability of some of these titles.

P. T. Seng. 1994. *Michigan Wildlife Viewing Guide*. MSU Press, E. Lansing, MI.

NOTE: This is an excellent guide to finding areas to explore throughout Michigan. These areas which have tremendous opportunities for viewing wildlife can be found in urban, suburban, rural and wilderness regions. This book provides ideas for excellent places to take "The Walk" with your youth!

G. Daniel and J. Sullivan. 1981. *A Sierra Club Naturalist's Guide: The Northwoods of Michigan, Wisconsin, Minnesota, and Southern Ontario*. Sierra Club Books, San Francisco, CA.

D. C. Evers. 1992. *A Guide to Michigan's Endangered Wildlife*. The University of Michigan Press, Ann Arbor, MI.

W. Cwikiel. 1997 (2nd edition). *Living with Michigan's Wetlands: A Landowner's Guide*. Tip of the Mitt Watershed Council, PO Box 300, Conway, MI 49722.

G. Dunn. 1996. *Insects of the Great Lakes Region*. Univ. of Michigan Press, Ann Arbor, MI.

B. V. Barnes and W. H. Wagner, Jr. 1981. *Michigan Trees: A Guide to the Trees of Michigan and the Great Lakes Region*. The University of Michigan Press, Ann Arbor, MI.

(New author—for revised version)  
Burt, W. H. 1972. *Mammals of the Great Lakes Region*. The Univ. of Michigan Press, Ann Arbor, MI.

J. Harding. *Amphibians and Reptiles of the Great Lakes Region*. The Univ. of Michigan Press, Ann Arbor, MI.

*Michigan Minerals*, MDNR (booklet)

R. Brewer, G. A. McPeck, R. J. Adams. 1991. *The Atlas of Breeding Birds of Michigan*. Michigan State University Press, E. Lansing, MI.

R. H. Baker. 1983. *Michigan Mammals*. Michigan State University Press, E. Lansing, MI.

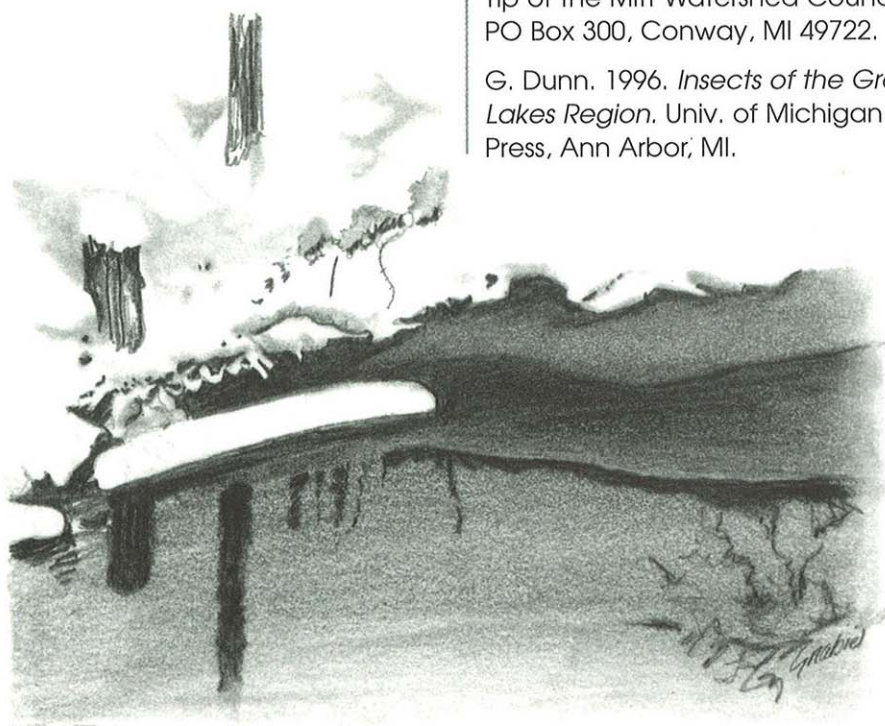
J. A. Dorr, Jr. and D. F. Eschman. 1970. *Geology of Michigan*. The University of Michigan Press, Ann Arbor, MI.

M. J. Caduto. 1990. *Pond and Brook: A Guide to Nature in Freshwater Environments*. University Press of New England, Hanover, NH.

Government of Canada and U.S. Environmental Protection Agency. 1995 (3rd edition). *The Great Lakes: An Environmental Atlas and Resource Book*. Order from: Great Lakes National Program Office, U.S. EPA, 77 West Jackson Blvd., Chicago, IL 60604.

*Michigan County Map Guide*—Available from MUCC.

Books by Friede Publications, 2339 Venezia Dr., Davison, MI. 48423: by Tom Huggler—variety of books such as *Fish Michigan—50 Rivers*, etc. *Canoeing Michigan Rivers Michigan State and National Parks—A Complete Guide* most of these available to order from MUCC.





## Additional Sources for Teaching Materials

Young Entomologists' Society  
6907 W. Grand River Ave.  
Lansing, MI  
(517) 886-0630  
<http://members.aol.com/YESbugs>

GREEN: Global Rivers  
Environmental Education Network  
c/o Earth Force, Inc.  
1908 Mount Vernon Ave., 2nd Floor  
Alexandria, VA 22301  
(703) 299-9400  
<http://www.earthforce.org>

Acorn Naturalists  
17300 East 17th St., #J-236  
Tustin, CA 92780  
(800) 422-8886  
<http://www.acorn-group.com>

The Rainbow Collection  
409 3rd Avenue West  
Mobridge, SD 57601-2414  
(888) 371-3137

Kendall/Hunt Publishing Company  
4050 Westmark Dr.  
PO Box 1840  
Dubuque, IA 52004-1840  
(800) 228-0810  
<http://www.kendallhunt.com>

Forestry Suppliers Company  
205 W. Rankin St., PO Box 8397  
Jackson, MS 39284-8397  
(601) 354-3565  
<http://www.forestry-suppliers.com>

Ward's Biology  
PO Box 92912  
Rochester, NY 14692-9012  
(800) 962-2660  
<http://www.wardsci.com>

HACH Company  
(water quality testing only)  
PO Box 389  
Loveland, CO 80539-0608  
(800) 227-4224  
<http://www.hach.com>

Carolina Biological Supply  
2700 York Rd.  
Burlington, NC 27215-3398  
(800) 334-5551  
<http://www.carolina.com>

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## Background References

Leopold Education Project  
MUCC  
P.O. Box 30235  
Lansing, MI 48909  
(517) 346-6473

Knapp, Clifford E. 1992. *Lasting lessons: A teacher's guide to reflecting on experience*. ERIC Clearinghouse on Rural Education and Small Schools, Charleston, WV.

Pepi, David. 1985. *Thoreau's Method: A Handbook for Nature Study*. Prentice-Hall, Inc., Englewood Cliffs, NJ.

Russell, Helen Ross. 1973. *A Teacher's Guide: Ten-Minute Field Trips, Using the School Grounds for Environmental Studies*. J. G. Ferguson Publishing Company, Chicago, IL.

Shaffer, Carolyn and Erica Fielder. 1987. *City Safaris: A Sierra Club Explorer's Guide to Urban Adventures for Grownups and Kids*. Sierra Club Books, San Francisco, CA.

McClintock, James I. 1994. *Nature's Kindred Spirits*. The University of Wisconsin Press, Madison, WI.

Nabhan, Gary Paul and Stephen Trimble. 1994. *The Geography of Childhood: Why Children Need Wild Places*. Beacon Press, Boston, MA.

Sobel, David. 1993. *Children's Special Places: Exploring the Role of Forts, Dens, and Bush Houses in Middle Childhood*. Zephyr Press, Tucson, AZ.

Hart, Roger. 1997. *Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care*. Earthscan Publications Ltd., London.

Tekiela, Stan and Karen Shanberg. 1995. *Nature Smart: A Family Guide to Nature*. Adventure Publications, Inc., Cambridge, MN.

Katz, Adrienne. 1986. *Naturewatch: Exploring Nature with Your Children*. Addison-Wesley Publishing Co., Inc., Reading, MA.





## Appendix D

### Why to Affiliate with Michigan 4-H Youth Development Programs or Other Professional Youth-Serving Organizations

#### Top Ten Reasons for Affiliating with a Youth Organization

**1. Access to resources.**

Michigan 4-H Youth Development programs offer a wealth of resources. Most of all, in each and every county, there are trained youth development professionals ready to assist mentors in planning developmentally-appropriate learning experiences. In addition, these staff can put you in touch with the materials and resources available through Michigan State University Extension (<http://www.msue.msu.edu>). Plus, these staff can put you in touch with other local organizations, as well as statewide resources (such as MUCC, see Appendix C). Likewise, other youth-serving organizations (e.g., Scouts, Boys' and Girls' Clubs, Big Brothers/Big Sisters, church and community organizations, park and recreation programs, etc.) offer many resources.

**2. Access to training!**

Organizations such as those listed above offer a wealth of training opportunities for mentors interested in working with youth. Some of the training topics can include: characteristics of youth of different ages, how to lead fun learning activities, ways to work with youth with special needs, and specialized training in outdoor and environmental topics.

**3. Credibility, research basis!**

Affiliating with an organized youth program instantly gives your program the credibility needed to make a big impact positively for youth in your community. Organizations, especially MSU Extension, are tied to the most current research on the best ways to reach youth with constructive learning and recreational experiences.

**4. Access to assistance in risk management.**

Have you wondered about issues like liability, safety, and selection of volunteers? Organized youth-serving programs (and their program staff) are ready to assist mentors in providing background screening of volunteers, access to specialized and inexpensive insurance (for club activities, for community events), advice on planning for safety and avoiding emergencies, help in working with the media, assistance in preparing parent/guardian permission slips and other types of record-keeping, and other topics related to risk management planning (see Appendix E). In addition, many youth-serving





organizations may provide liability insurance coverage for those registered and trained volunteers working with them.

**5. Camaraderie!**

**Join in a special group!**

When you join with an organized youth program, you'll experience the fun of being part of an important group of people in your community—those who care about young people!

You'll meet others with similar interests, and make new friends with whom you'll want to keep in touch!

**6. Learn from others' successes, and network!**

Local networks of youth mentors share their successes and those things which have not worked so well! You'll learn about special opportunities in which you and your youth can take part in the community.

**7. Hear about upcoming programs and opportunities throughout the state.**

By affiliating with Michigan 4-H Youth Development Programs or any other youth-serving organization, you'll be connected to opportunities throughout the entire state!

**8. Access to awards for your youth, for your volunteers and staff!**

Youth-serving organizations offer great incentives, awards, educational trips, and even scholarships for youth who participate and develop leadership skills over time. In addition, you can receive these opportunities, too, if you are formally affiliated!

**9. Fun.**

You'll have fun—feeling well-supported by a professional organization and taking part in an important effort—investing in youth development for positive futures, both for youth and for communities.

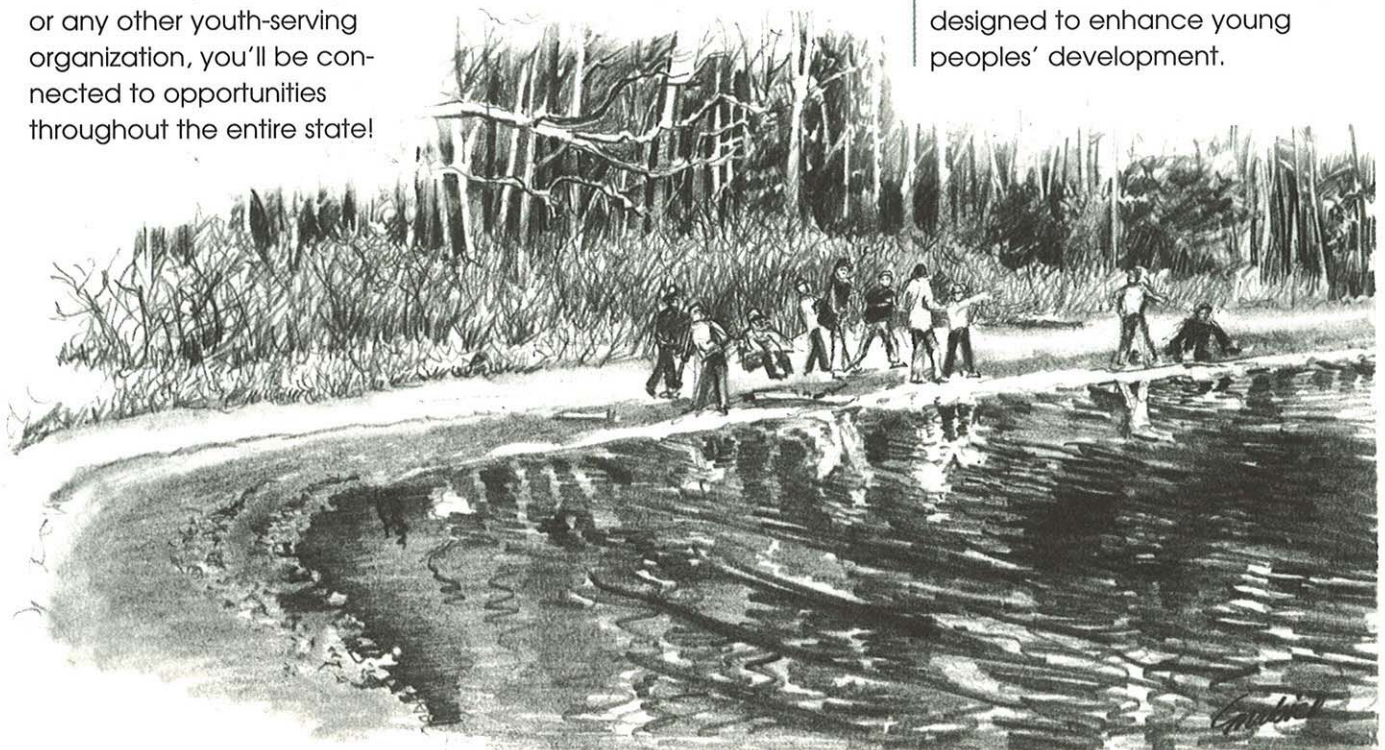
**10. It's for the kids! The kids will develop a sense of belonging.**

Most of all, the kids will benefit from this affiliation. You'll be providing safe, well-designed learning experiences; the kids will develop a sense of purpose by being affiliated with a larger group, and will feel as though they belong to the community. This is important—because, as we all know, "It takes a village...!"

## About the Michigan 4-H Natural Resources/Environmental Education Program

### Who is 4-H Natural Resources/Environmental Education For?

There is a long tradition of successful 4-H-sponsored programming for a variety of outdoor and environmental learning areas. Whether you wish to help youth in the subjects of Environmental Stewardship, Conservation, Sportfishing, Shooting Sports, or a variety of other areas, these all fall under the broad "umbrella" of programming in 4-H Natural Resources/Environmental Education. 4-H sponsors programs not only for traditional youth clubs (both community-wide clubs and so-called "project clubs" or special topic clubs), but also for schools, other youth serving organizations (e.g., recreation programs), special events and many other offerings designed to enhance young peoples' development.





The 4-H Natural Resources/ Environmental Education Program involves a wide number of enthusiasts. It is designed for:

- Youth—in schools, in youth clubs, in other youth programs, at home
- volunteers who work with youth
- teachers, curriculum specialists, school administrators
- organization leaders and resource people who want to work with youth (e.g., environmental groups, sportsmen's groups, local civic groups or service organizations, etc.)
- nature center or camp staff
- resource people wanting to work with youth, such as biologists, health officials, conservation professionals, and other science professionals working with agencies, industries and organizations
- and many others!!

### Your Role as a 4-H Leader: What Can I Do for Youth in 4-H Natural Resources/ Environmental Education?

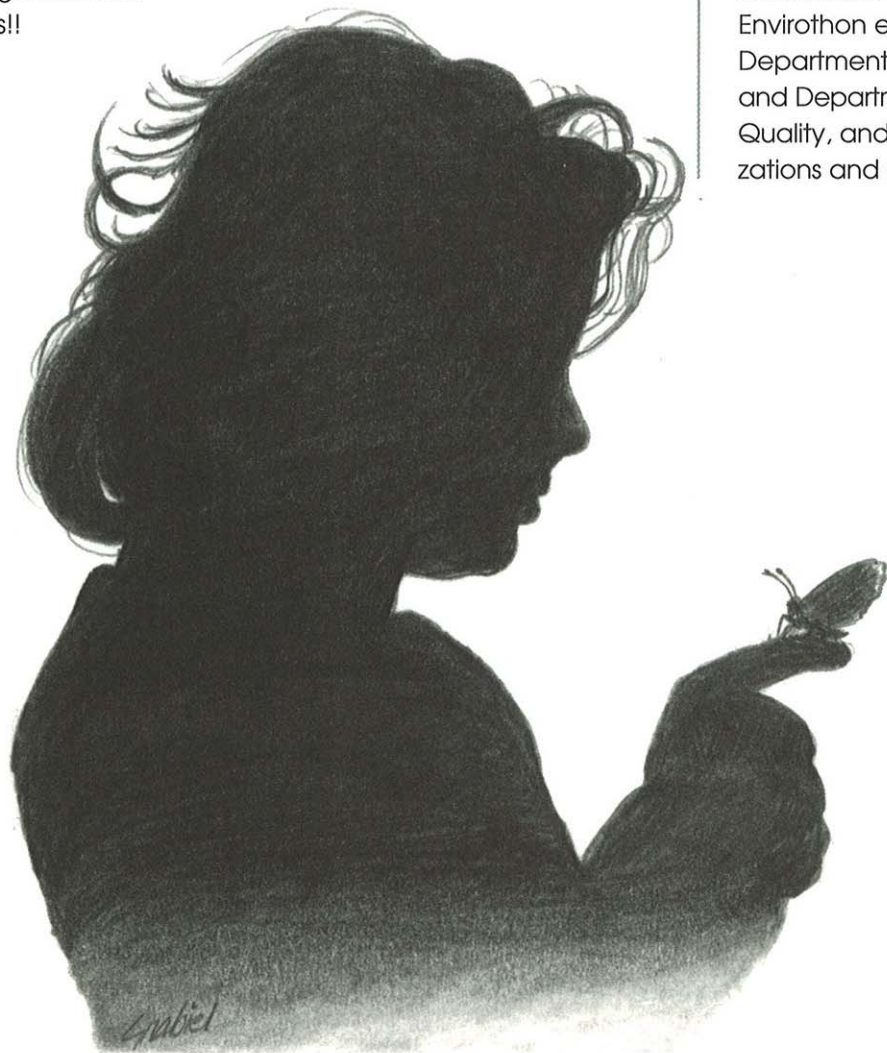
The main goal of the 4-H Natural Resources/Environmental Education Program is:

To help youth become citizens, who...

- are environmentally literate
- have communications skills, outdoor skills and technical skills
- and are dedicated...  
...to work by themselves and cooperatively to solve problems related to environmental quality and quality of life.

Through the 4-H NREE Program, you and others can access:

- publications and materials—for teaching and mentoring young people as they learn about environments
- leader/teacher training
- teen leader programs and workshops, such as the 4-H Great Lakes and Natural Resources Camp
- support, from 4-H staff in counties and staff of Michigan State University
- the 4-H NREE Program Committee—a group of volunteers, youth, and many others who plan statewide programs and activities
- other environmental education resources and events, such as Michigan United Conservation Clubs, the state and national Envirothon events, Michigan Department of Natural Resources and Department of Environmental Quality, and many other organizations and agencies.





# Appendix E

## More Information on Risk Management Planning for Outdoor Learning

NOTE: THIS IS NOT A COMPLETE GUIDE TO RISK MANAGEMENT... YOU SHOULD WORK VERY CLOSELY WITH YOUTH DEVELOPMENT PROFESSIONALS SUCH AS 4-H AGENTS TO DETERMINE THE BEST PRACTICES FOR AVOIDING INJURY AND LEGAL ACTION AS A RESULT OF YOUR PROGRAM!

### What is Risk Management?

Anyone involved in providing learning experiences outdoors for youth should be interested in planning for safe and successful youth programs. Risk management is the process of protecting the assets of your organization by minimizing the potential for negative outcomes of activities you conduct. A risk is an act or phenomenon which may cause negative outcomes (such as injury, etc.). Another way of viewing risk management is as the proactive process of managing potential risks in programs to help participants avoid injury (which could occur due to negligence) and help organizations avoid financial loss (which could occur due to liability).

### Why and how manage risk?

There are several reasons for going to all the work of managing risk. Developing a way of managing risk can help protect:

- safety, security of youth
- the well-being and success of your program
- the investments made by volunteers, mentors and staff in the program
- the financial security of you and your organization.

Managing risk helps to prevent potential problems (including both safety problems as well as legal actions which could result). Most of all, taking the time to manage risk allows for the most professional of practices for working with youth, and provides the highest quality educational and recreational experience for participants.

The best way to manage risk is to:

- 1) AFFILIATE WITH A YOUTH-SERVING ORGANIZATION AND ITS PROFESSIONALS (see Appendix D)
- 2) DEVELOP A RISK MANAGEMENT PLAN.





**A Sample Outline for a Risk Management Plan  
for Outdoor and Environmental Stewardship Education**

**Activity/event:**

**Dates/times:**

**Purposes, objectives:**

**Location (exact) (note potential inherent hazards):**

**Participants (#, sex, age, ability level, special characteristics):**

**Equipment to be used:**

Provided equipment (#, type):

Participants' equipment:

Condition checked:

Procedures for handling:

**Activity leaders, training/qualifications, experience level, special requirements:**

**Chaperones/assistants, training/qualifications, experience level, special requirements:**

**Activities (details, lesson plan):**

**Risk Management Policies (attach these):**

Preparation of participants (information describing activity, how to prepare,  
how to dress, appropriate personal equipment, etc.)

Permissions from parent/guardian

Policies for conduct of activity, including safety equipment to be used  
and communications

Supervision of activity leaders and activity

Emergency procedures, numbers to call, transportation vehicle,  
procedures for each situation, bad weather policies/procedures

Records of participants (sign-in sheets), who participants arrive and  
depart with, and any incidents

Special insurance policies (event, accident, club member, etc.)



Does this all mean that most outdoor activities are “unsafe?” No—Developing a risk management plan simply recognizes that participating in any activity can have some risks (physically and/or emotionally) for the individual, and the plan helps you and your organization prevent any bad and unfortunate surprises or outcomes, and to take control of those potentially bad situations (e.g., bad weather) that you can’t avoid.

## Additional References about Risk Management

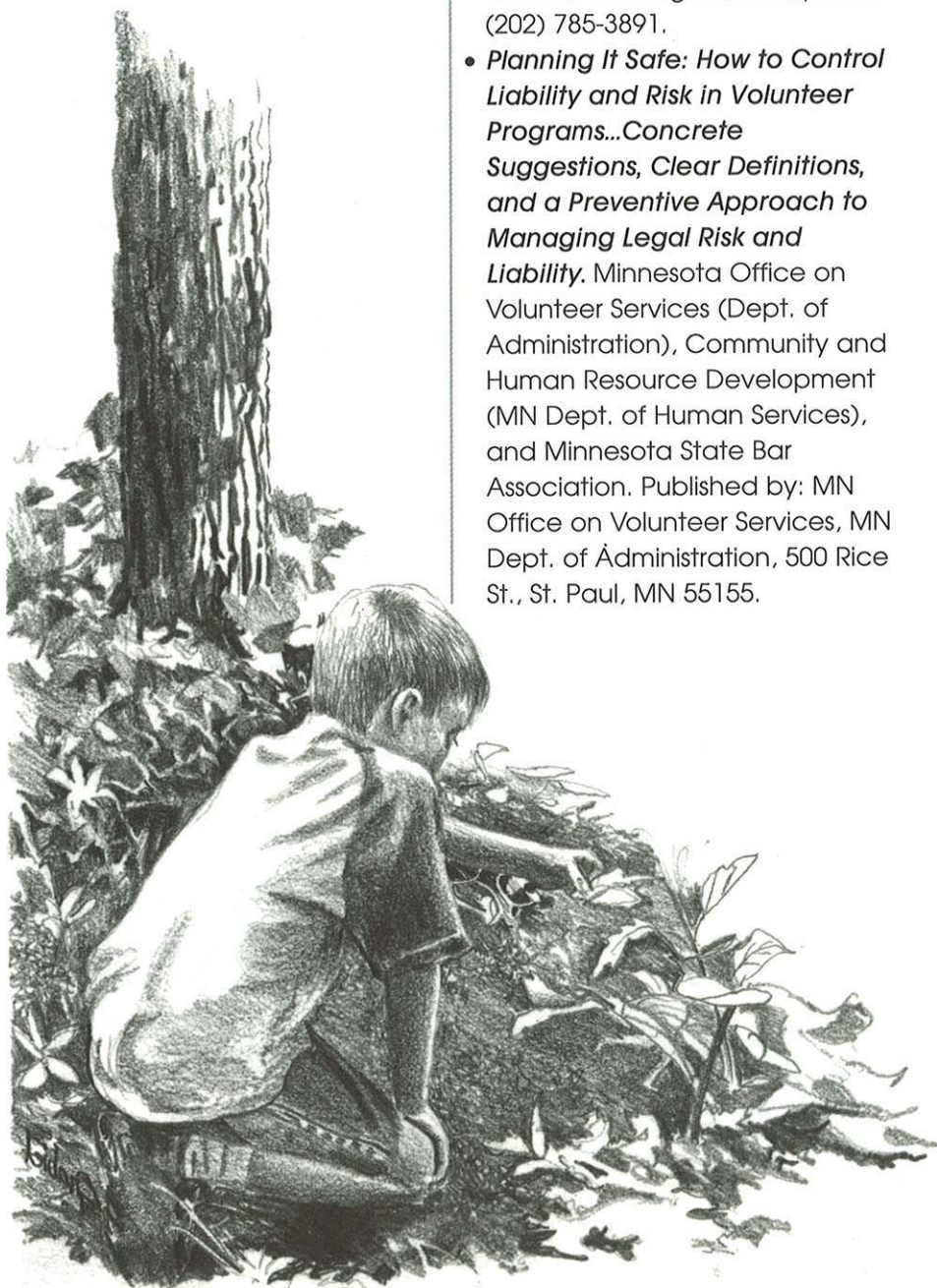
### References for Volunteers:

- Your county office of MSU Extension
- ***No Surprises: Controlling Risks in Volunteer Programs.*** By: Charles Tremper and Gwynne Kostin with the assistance of the American Bar Association Task Force on Risk Management and Avoidance for Volunteer Organization and in cooperation with Points of Light Foundation. Published by the Nonprofit Risk Management Center, Washington, DC., phone (202) 785-3891.
- ***Planning It Safe: How to Control Liability and Risk in Volunteer Programs...Concrete Suggestions, Clear Definitions, and a Preventive Approach to Managing Legal Risk and Liability.*** Minnesota Office on Volunteer Services (Dept. of Administration), Community and Human Resource Development (MN Dept. of Human Services), and Minnesota State Bar Association. Published by: MN Office on Volunteer Services, MN Dept. of Administration, 500 Rice St., St. Paul, MN 55155.

Information for this Appendix drawn, in part, from the following references which offer up-to-date and definitive texts for youth recreation professionals (not for volunteers):

*Legal Liability and Risk Management for Public and Private Entities.* By: Betty van der Smissen. J. D. Anderson Publishing Co., Cincinnati, OH.

*Liability and Law in Recreation, Parks, and Sports.* By: Ronald A. Kaiser. Prentice-Hall, Englewood Cliffs, NJ.





## How to Form a Local “Service and Action” Team

**What is a Local Team?** This local team, of youth and adults, will work together to build and sustain a long-term learning environment for youth in your community. Not all team members will be able to be at all planning meetings or at all learning events/meetings for youth; some of these team members may be local educators, volunteers, resource management agency staff, and certainly professional youth development staff. This team could take on the development of community service projects with an environmental theme, or could simply comprise an “action” team of resource people and interested teens who are committed to keeping a program going once started! Furthermore, this team helps to orient and train other newcomers to your community or county program once it’s going!

### What will the Service and Action Team do?

- Coordinate self-supporting, ongoing environmental science learning and action projects.
- Coordinate local events and programs.
- Plan local training for others working with youth.
- Work with youth to plan local environmental stewardship action projects.
- Recruit other team members.
- Identify local resource people, field trip sites, local offices for support and perhaps make their own local Environmental Education Directory.
- Know how to access basic training in environmental sciences, Project Wild, Project Learning Tree, Project Wet, etc.

### Who is part of a Service and Action Team?

- Local youth (12–18 years old), adult youth leaders, resource people, community leaders, science teachers.

### What are the roles and functions of team members?

- Team facilitator encourages and motivates youth and adult leaders during meetings and projects.
- Team organizer schedules meetings for educational opportunities and action projects.
- Resource person provides accurate factual information for projects.
- Youth team members acquire new knowledge in environmental sciences and are part of a team actively involved in planning and doing local environmental problem-solving projects.
- Adult team members participate and support meetings and projects.





## What are the steps to forming a local Action Team?

- 1) Bring a group of youth and adults together. Answer the following questions to identify additional team members.
  - Who are the 4-H leaders, teens and other adults in your community that have expressed an interest or are currently involved in a project, organization or agency involving environmental science learning and/or action projects? (Check the Michigan United Conservation Clubs Conservation Catalog or other local references!)
  - Do you have a park, school site, woodlot, lake or river site, recreation area, vacant lot in your community that could be used as the focus of your team efforts?

- How can you get youth involved in the team and program planning process? Do you have an active environmental stewardship club in your county? Are there other 4-H clubs that would want to get involved in community service projects? Do you have a high school or middle school science teacher with an interest in encouraging students to participate in a community planning group?
  - What are the established environmental science/stewardship programs, projects, community events in your county? Could you network with those planning groups? Could you ask those adults or youth to participate in the team? Could you assist with their projects, programs or events?
  - Are the same adults and youth involved in the team able and willing to implement the new projects, events, programs identified by the team or are there other clubs, adults, youth, and/or groups that would be more interested in the implementation phase of the team plans?
- 2) Share ideas and collect information. Spend at least some time at several meetings brainstorming possible teaching sites, service projects, programs, and events. Do you have resource people or experts involved in your team?
  - 3) Make a plan. Create a calendar of dates. Establish a regular meeting day. Are there other partners to include in the implementation of your plan?
  - 4) Implement the plan. Remember to include those youth and adults you have identified who might help!
  - 5) Evaluate the activity, project, event, program and make changes and try again! Are there new partners you can ask to join the team?
- Developed by Andrea Grix, with assistance and insights from the Patterns on the Land Initiative pilot counties in Michigan: Saginaw, Oakland, St. Clair, Wexford, Missaukee, Presque Isle, Mecosta, Osceola, Gladwin, Midland.





## Appendix G

### How to “PLANT” for Success!

Making a plan is the most important part of making expansions in your local or regional 4-H NREE programs. A good plan can make the difference between achieving desired results or failing to move ahead. Equally important are the benefits your program can gain from involving others in the planning process. As an example, at an initial brainstorming session to plan an event such as an Earth Day celebration or family fishing day, not only will you find people willing to identify a variety of local resources to help with the program, but those in attendance at such a planning session will probably volunteer to take great responsibilities for the whole event!

The planning process is really nothing more than asking the right questions and seeking many creative answers prior to the planned event or activity. We use these planning techniques daily, although most of us aren't even conscious of the process we use—it is so automatic.

The planning process can be easily compared to the anatomy and physiology of a flowering plant—thus the idea of “PLANTing for Success!” Summarized below are the questions to be asked during the planning process, and a description of the types of information needed to make the plan—all using the metaphor of a PLANT. Put on your planting gloves...

**WHY?** What is your vision? Why are you undertaking this planned activity or event? What are your objectives? How do these objectives relate to the 4-H philosophy and to the goals of the 4-H NREE program? It is important to start with this question, because the decisions made here will influence all the other parts of the PLANT. This question lies at the heart of the PLANT. It is at the center of the flower. Here is where the seed is set for future plant generations! If the right pollination does not occur, or if the seed is not ripened correctly here, all that is done on the part of this PLANT is for naught!

**WHAT?** What is your planned activity or event? Here is where you might begin to think about two concepts: symbiosis and competition. Symbiosis is occurring when two organisms live together in close association. An example of this relationship is a lichen—made up of algae and fungi in combination. With what other local events, activities, or organizations might your PLANT be symbiotic? Competition occurs when more than one species of plant draws from the same resources when supplies





of those resources are limited. What other organizations might already be doing what you have in mind? Will you be competing for the same youth, leaders, or other resources?

The remainder of the planning questions may be asked in any order, depending on the nature of your planned activity.

#### WHEN?

"For everything, there is a season..." Will your PLANT thrive and grow in the season you have in mind, or should you wait for a little time to plant? How long will it take to let the seed of your ideas germinate properly and grow so that your activity can be successful? (Sometimes programs fail just because there wasn't enough time to get out the publicity and get organized.)

#### WHERE?

Sometimes we need to "bloom where we are planted," and to be successful we need to take advantage of "fertile ground" and "ripe opportunities." Sometimes the best place to start is with a program or activity that is already in existence. Or are there new organizations or resource people making habitats and niches available to your 4-H NREE group? Put on your best plant dispersal adaptation, and seed new ground!

#### WHO?

For whom is this project or activity designed? This is a critical question which will impact on your deliberations about the rest of the questions. Who is your intended audience: teens, younger youth, family groups, adult leaders? You certainly don't want a perfectly designed

PLANT growing in the wrong way as a weed and not meeting the needs of your audience. Even a pretty weed is still a weed!

#### HOW?

How will your PLANT be carried out? What steps are needed to make it happen? What horticultural practices are needed to make it grow? Will your PLANT need fertilizer (money or other resources)? What is needed at different seasons (times during the implementation of your plan)? Who will be the primary gardeners at different stages of growth?

#### THE STEM:

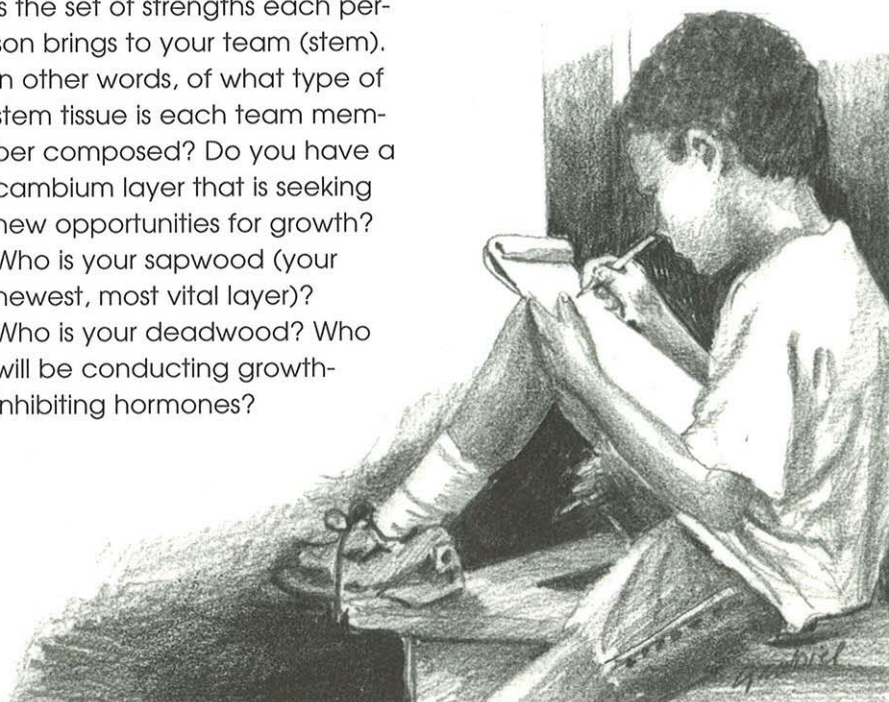
The stem for your PLANT is made up of the team members you call together to carry out the plan. They are the vascular tissues of your PLANT which provide for nutrient and water flow into the developing flower and leaves. They are the conduits for hormonal movements in the plan (i.e. communications channels)! They provide the physical support for carrying out the PLANT. One thing to think about is the set of strengths each person brings to your team (stem). In other words, of what type of stem tissue is each team member composed? Do you have a cambium layer that is seeking new opportunities for growth? Who is your sapwood (your newest, most vital layer)? Who is your deadwood? Who will be conducting growth-inhibiting hormones?

#### Other PLANT considerations:

How will you clone your PLANT? Who and how will the plan be carried on if team members change? Do you have a plan to "clone" new stem tissue (leaders) to provide for influx of new ideas and lifeblood into the program? How will you share your successes with others? Are there any limiting factors in sight? What resources that are needed are in shortest supply in your habitat for your PLANT? What factors will make it difficult to reach your goal of setting seed? Knowing these in advance can help you avoid stunted growth later!

#### Getting Youth Involved in Planning

*"Plan It: Your Personal Guide to Making a Plan and Carrying It Out"*  
(4-H 1501)





## Examples of Local Service and Action Teams' Efforts for Youth in the Outdoors

### *Having a Purpose and Building for Success: Local Stories and Case Studies*

#### County A

**About the County:** Rural, suburban mainly

**Program Formats:** This county has not yet developed a "Service and Action Team." In the county are two main youth clubs involved in outdoor environmental stewardship learning activities. As the parents and leaders of these clubs get more involved, county 4-H staff and local natural resources/conservation clubs and organizations hope to form an Action Team.

#### **Club #1 is a Project Club.**

**Activities:** Mainly outdoor and environmental stewardship projects, community service with an environmental theme

**Based at:** Local park facility, with nature center

**Members:** Are from communities surrounding the park; some youth are 4-H members in other clubs, while some youth only belong to this 4-H club.

**Examples:** Monthly meetings, general environmental stewardship activities, fair projects in conservation and environmental stewardship, annual family camp-outs, Earth Day park clean-ups

**Supporters and Partners:** Local businesses, club families, and park staff provide equipment, donations of food items, and volunteer time; major co-sponsors are Michigan Department of Natural Resources and the "Friends of the Park" citizen group.

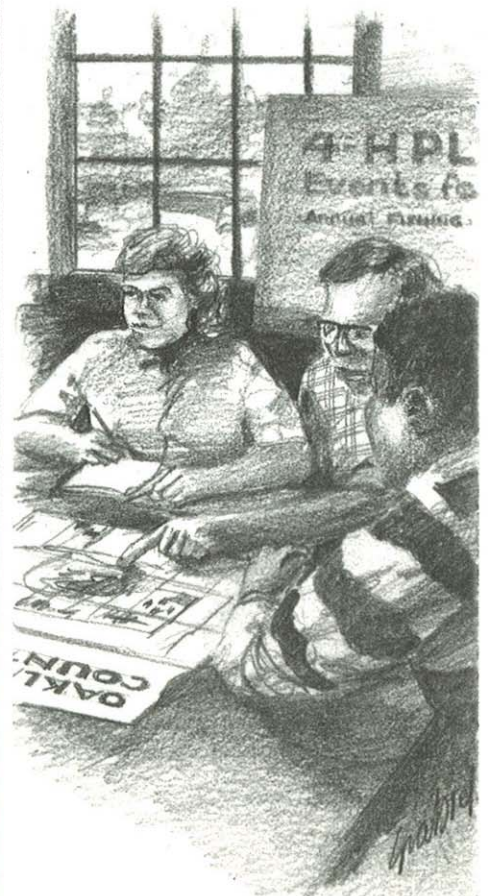
#### **Club #2 is a Community Club**

**Activities:** Broad array of 4-H and youth development activities, some environmental stewardship and outdoor activities, general community service

**Based at:** Neighborhood school (after school, weekends and evenings)

**Members:** Are mostly from that neighborhood and community

**Examples:** Monthly business meetings for the 100+ members, intermittent and seasonal specific "project meetings" for the 6 to 12 youth interested in a given outdoor topic, variety of outdoor and environmental stewardship projects along with other projects





**Supporters and Partners:** Few major sponsors, but local donors sought for project materials when needed.

## County B

**About the County:** Urban, suburban with some rural

**Program Formats:** This county has formed a complete "Service and Action Team," in order to plan and coordinate many different outdoor and environmental stewardship events, school based activities and club activities for youth.

**Service and Action Team Members:** 4-H agent and program assistant, two 4-H "key leaders" (middle management leaders), 4-H teen leaders, home-school teachers/ parents, local watershed council members, local township parks staff who manage a newly designated public area near the county fairgrounds

**Initial Approach:** 4-H leaders attended the state 4-H Natural Resources/Environmental Education leader training workshop. They and teen leaders who had attended 4-H Great Lakes and Natural Resources Leadership Camp prepared a vision for their county of things they hoped to accomplish toward environmental stewardship. This group invited Action Team members to early planning meetings.

**Vision:** Together, the Action Team decided to build community awareness and use of a park area for environmental learning, and to bring teen leaders into schools to share teaching and learning activities which focus on sound environmental stewardship practices which protect local watersheds, rivers, streams, and wetlands.

**Activities:** Teens and other members of the Service and Action Team helped the park planners brainstorm the many possibilities for site development to enhance the area for teaching youth about the outdoors and about environmental stewardship. Local environmental consultants joined the Service and Action Team, helped members learn about watersheds and build a watershed model to use in teaching younger, school-aged youth. Spin-off programs designed by this Action Team also included: an annual fishing derby, a day camp, bluebird nest box workshops for the community, and many other activities over the four years this team grew its programs.

**Impacts:** The voices of youth were heard by park planners and other local officials in deciding how to use a new area for positive outdoor recreation and learning. Thousands of school youth received demonstrations and hands-on lessons, from teen leaders, about their local watershed and how to enjoy and protect it. Parents, leaders and other volunteer community resource people grew more involved in their communities. Long-term partnerships with natural resources organizations and agencies helped the county 4-H staff sustain positive programs for youth in the outdoors!

## OVERALL TIPS FOR SUCCESS:

- Volunteers are very busy, and it's hard for agents and volunteers to connect, but using a team approach helps those who would ordinarily be working by themselves!
- Successful county programs build awareness and stewardship of local natural areas and increase the visibility of the 4-H youth development program!
- Participation of leaders, teen leaders and resource people (other volunteers) in training opportunities helps build success and ownership of their own programs, tailored to local interests and environmental stewardship needs!
- Have fun! Make sure the youth have fun! Don't go it alone... work with others! You'll make a bigger impact and grow stronger youth development programs, as well!

*Source: These profiles were compiled from research conducted by:*

Lincoln, Rebecca. 1999. *4-H Patterns on the Land Initiative: A Case Study of Environmental Education Volunteers in Michigan*. Unpub. M. S. Thesis, Dept. of Agriculture and Natural Resources Education and Communication Systems, Michigan State University, E. Lansing, MI.



## Michigan 4-H Mission Statement

Michigan 4-H Youth Development Programs are youth development programs that involve volunteers in providing positive, experiential, educational opportunities for and with youth. Our mission is to create environments, through collaboration, that build strong, healthy youth who are proactive in a complex and changing world.

Michigan 4-H Youth Development is a program of the Children, Youth and Family Programs of Michigan State University Extension, which has offices at MSU and in Michigan counties. The State 4-H Youth Development Programs office is housed at Michigan State University.

4-H Natural Resources and Environmental Education Programs are offered by MSU's Department of Fisheries and Wildlife, in conjunction with 4-H Youth Development and many important partners such as the MSU Department of Agriculture and Natural Resources Education and Communication Systems, Michigan Department of Natural Resources, Michigan Department of Environmental Quality, and the Michigan United Conservation Clubs.

## What Is the "Patterns on the Land" Initiative?

"Patterns on the Land" is a multi-year 4-H initiative funded by a grant from the W. K. Kellogg Foundation to the Michigan 4-H Foundation. The goal of this initiative is to develop stronger, local youth environmental science and stewardship education programs. A key feature of this initiative is to empower local "Service and Action Teams" of teens and adults to work with youth to conduct ongoing, environmental science learning activities and community service stewardship projects. Specific objectives are to:

- help youth leaders and teachers find a better "pathway" through environmental science projects and help youth plan their own stewardship projects.
- train local teams on how to coordinate self-supporting, ongoing environmental science learning and action projects.
- guide youth and youth leaders beyond environmental awareness to fun, direct experience studying local environments, learning environmental science, and planning community service projects to maintain or improve their environments.
- connect local teams to other community members, professionals, and organizations committed to environmental science and stewardship.

## What Else Has Happened as Part of This Initiative?

Other major supporters—the Dow Chemical Company, Gerber Foundation, and ANR Pipeline Company—have made grant commitments to the Michigan 4-H Foundation. Called "Youth Environmental Science and Stewardship," the goal of this commitment is to enhance the environmental science literacy of youth and adults who work with youth in schools, clubs, and other settings. The objectives of this effort are to:

- update environmental science information and projects to help leaders and teachers provide better direct, hands-on experiences in learning about such topics as water, animals, etc.
- provide leaders a better "road map" linking between these materials with other supplemental curricula such as Project WILD, Project WET, Project Learning Tree, etc.
- pilot test these new approaches with teams of youth leaders, teachers and teens.

Many other connections are being explored as part of the Patterns on the Land Initiative. Local and regional funding support has helped counties develop their own service projects for environmental stewardship to meet local needs.



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