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://ceernet.msue.msu/bulletin/ctigmas.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

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

58 The Walk
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

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

Michigan Department of Environmental Quality
http://www.deq.state.mi.us and http://www.deq.state.mi.us/ened

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

Michigan Association of Conservation Districts
Contact the offices at:
http://www.macd.org/resources/MI.htm...or http://www.macd.org/macdset.html

Natural Resource Conservation Service
To contact Michigan offices of the NRCS, find their locations at:

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

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.

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
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.naaee.org). Order the publication “Grant Funding for your Environmental Education Program: Strategies and Options.”

EPA—Environmental Protection Agency national and regional EE grants program
Contact: national office and regional offices for EE at http://www.epa.gov

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

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, bookstores, 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 grow 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.

From the MSU Extension Bulletin Office (Room 108, Agriculture Hall, E. Lansing, MI 48824-1039):
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.


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


Michigan County Map Guide—Available from MUCC.

Books by Friede Publications, 2339 Venezia Dr., Davison, MI 48423: by Tom Hugger—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.wardssci.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

Background References

Leopold Education Project
MUTC
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.

Pepl, David. 1985. Thoreau's
Study. Prentice-Hall, Inc.,
Englewood Cliffs, NJ.

Guide: Ten-Minute Field Trips, Using
the School Grounds for
Environmental Studies. J. G. Ferguson
Publishing Company, Chicago, IL.

Shaffer, Carolyn and Erica Fielder.
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Explorer's Guide to Urban
Adventures for Growups
and Kids. Sierra Club Books,
San Francisco, CA.

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.
to Nature. Adventure Publications,
Inc., Cambridge, MN.

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

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
- 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.)

The Walk 67
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
- 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):

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 Griz, 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.
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 nought!

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 managed 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:
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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