



PLT Receives California Department of Education's "Seal of Approval"

What if every environmental education curriculum came with a label that told you how good it was in terms of pedagogy, presentation, usability, and content? Similar to the label on items in the supermarket; you could pick up a curriculum guide, read the label and decide whether or not it would meet the needs of your classroom "diet." Well, the California Department of Education's (CDE's) Office of Environmental Education and the California Department of Forestry and Fire Protection (CDF) have done just that with their Environmental Education and Curriculum Compendium Project – and we're pleased and proud to announce that the project has evaluated and recognized Project Learning Tree's curriculum guides with scores of A+, A, and A- for their overall excellence!

The CDE/CDF project, instituted in the early 1990s, facilitates and encourages the implementation of high quality environmental education curricula. The project advisory group, made up of representatives from a number of state agencies and offices, established the following tasks for the overall initiative:

- ✿ Collect curricula through nationwide searches
- ✿ Evaluate the quality of curricula using an appropriate assessment instrument

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Arkansas Advanced Workshop Highlights Children's Literature-PLT Connections

A crackling fire, hands cupped around mugs of steaming coffee and cocoa, the smell of roasted marshmallows still hanging in the air, "stone soup" simmering on the stove...

Not what you might picture when you think of a typical Project Learning Tree workshop. However, that was the setting at a recent advanced workshop facilitated by the Southwest Arkansas Regional Project Learning Tree Coordinator, Maggie Arrington, a forester with the Arkansas Forestry Commission. The two-day workshop, entitled, "Children's Literature and Environmental Education," was a unique blend of books, storytellers, PLT activities, make-and-take projects and fun.

The participants got to know each other around a campfire while roasting marshmallows and building "s'mores." Later they were challenged to complete Marcia Brown's well loved story, *Stone Soup* by sequencing paragraphs they had randomly selected. Learning more about each other helped bond the group and gave them a new activity to use with children and adults.

Participants then rotated through several make-and-take activities which ranged from new methods of making and decorating books for classroom writing assignments, to fresh ideas for papermaking activities. Arrington paired PLT Activity #5 "Poet-Tree"

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BLM and PLT: Fighting Fire with Education – and Succeeding!

The U.S. Department of the Interior's Bureau of Land Management (BLM) and Project Learning Tree are implementing their exciting partnership to provide increased opportunities for teaching students about wildland fire and its important role in ecosystems, and firewise safety practices for homes and schools. This collaboration, established in Spring 2001 is providing interactive, hands-on, locally driven programs that engage educators, students, and other community members in wildland fire education and activities. Both the BLM and PLT believe that this effort will encourage a more proactive approach to wildland fire control by reducing the threat of catastrophic fire while managing and prescribing fires, where appropriate. (For more information on fire as a focus for PLT

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Fall 2002 Branch Newsletter will Be Online Only

The Fall 2002 edition of the *Branch* newsletter will not appear in your mailbox. Instead, visit www.plt.org and click on *Branch* Newsletter for articles on environmental education, the PLT Outstanding Educators of the year, and other PLT updates. And while you are there, take the *Branch* survey to let us know what you think of the "online only" format, content, and more.

Keep your eye on the Hot Topics box to find out when the Fall 2002 *Branch* is posted. The *Branch* is posted in PDF format for easy online reading, downloading and printing.

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PLT Receives “Seal of Approval”

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- ✿ Publish the results of the evaluations in topic-specific compendia that use a descriptive, ranking format
- ✿ Develop and implement strategies for distribution of the publications to educators across California

To make this curriculum review manageable, the project advisory group delineated six subject areas for evaluation: Air Quality, Human Communities, Natural Communities, Water Resources, Energy Resources, and Integrated Waste Management and Used Oil. The evaluation phase of the Curricula and Compendia Project utilized four strategies:

- ✿ Development of a “Unifying Concepts of Environmental Education” matrix by the CDE to serve as a cornerstone for linking the project’s six topics
- ✿ Formation of an advisory group of experts for each project to create a topical “Conceptual Matrix” that aligns to the Unifying Concepts
- ✿ Elaboration of topic-specific curriculum evaluation questions that are directly correlated to the “Conceptual Matrix”
- ✿ Systematic Evaluation and ranking of environmental education curricula

When considered together, the conceptual matrices for the six compendia provide an extensive, yet cohesive, foundation upon which curriculum writers, environmental educators, and school administrators can base further instructional materials development in environmental education. Each compendium includes a write up of the materials that received a grade of B- or higher, including information on how to obtain the materials, reviewer comments, and a report card that rates the material for general content, presentation, pedagogy, teacher usability, and the specific subject area content.

Of these six original subject areas, the compendium for Human Communities and the compendium for Natural Communities

have most recently undergone revisions (2001) and are the first to be combined into one publication. The systematic evaluation and ranking of environmental education curricula for the two subjects was conducted by teams of California educators, selected on the basis of their extensive environmental education experience and expertise, as well as their background in the topic areas and state content standards. The goal of the evaluation was to identify those curricula that align with California content standards and present accurate and comprehensive issues related to the topics of built and natural communities.

The curriculum materials were evaluated using an evaluation tool developed by the CDE in collaboration with other California state agencies. Curricula were evaluated for appropriateness at four grade-group levels: K-3, 4-6, 7-9, and 10-12, with each piece being reviewed by a team of educators with experience at the target grade level. Multi-level curricula were evaluated at each grade level that they encompassed, resulting in some curricula being evaluated at three or four grade levels.

So, how did PLT’s curricula fare under the scrutiny of the CDE’s most recent evaluation? See for yourself:

Grade Level	K-3	4-6	7-9	10-12*
Overall Grade	A+	A	A	A-
General Content	A+	A	A+	A-
Presentation	A	A	A	A-
Pedagogy	A+	A+	A	A
Teacher Usability	A+	A+	A+	A
Communities	A+	A+	A	A-

* The PLT modules evaluated for this compendium include *The Changing Forest: Forest Ecology*, *Exploring Environmental Issues: Focus on Forests*, and *Exploring Environmental issues: Focus on Risk*.

Since its creation in 1976, Project Learning Tree has been committed to providing excellent environmental education materials to educators. After more than a quarter century on the job, we’re gratified to know that a thorough and

rigorous evaluation of our curricula by those very educators reveal that we are indeed doing just that!

For more information about the California Department of Education’s Office of Environmental Education, visit their web site at goldmine.cde.ca.gov/cilbranch/oe/index.html. ■



Fighting Fire with Education

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workshops, see *Branch* Fall 2000, “Hot Topic for Back to School,” page 6, available at www.plt.org).

Since last spring, the BLM and PLT have focused their collaborative efforts on implementing wildfire management educator workshops and community service programs in nine targeted western states: Arizona, California, Colorado, Idaho, Nevada, Oregon, South Dakota, Utah, and Wyoming. PLT coordinators and lead facilitators from those states received intensive training related to both wildfire and fire education in the summer of 2001 at the National Interagency Fire Center in Boise, Idaho. Since then, those coordinators, their facilitator teams, and fire experts have conducted a series of educator workshops in targeted communities around their respective states. These trainings have provided both formal and non-formal educators with PLT fire activities from both the PLT PreK-8 and Secondary Modules, as well as a variety of supplemental wildland fire education materials developed by the BLM and other federal agencies. To date, this initiative is well on the way to

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meeting, and possibly even beating, the goal of training 1,000 educators by the summer of 2002!

The popular "Burning Issues" CD, produced by the Science Education Department of Florida State University in cooperation with the BLM, is one of the most popular supplemental resources introduced to teachers in the fire workshops. This interactive and entertaining education CD puts students at the controls as they try to keep destructive fires from spreading, learn when and where prescribed fires are appropriate, and strategize how to protect homes and communities from wildfires. As one workshop participant commented, "If you want to reach the kids I teach, you need to get them really involved in an exciting topic or have something interesting and fun for them to work with on the computer. 'The Burning Issues' CD does both!"

In addition to workshops for educators, this partnership has sponsored special



GreenWorks! grants designed to engage students in grassroots community service programs which focus on wildland fire prevention, safety, and restoration. The goal is to increase community involvement in fire related activities and to link students to existing, ongoing community networks that work for healthy ecosystems. See page 4 for grant information. ■

Technology & PLT: A University of Houston-Clear Lake School of Education Initiative

By Brenda Weiser

The University of Houston-Clear Lake (UHCL) has launched an exciting new initiative to focus integrating technology into PLT activities. Working with the University's pre-service teacher interns, the PLT Technology Initiative is being incorporated into the UHCL Preparing Tomorrow's Teachers To Use Technology (PT3), U.S. Department of Education Grant.

The PT3 program prepares teacher candidates to be proficient in developing and delivering classroom lessons that effectively integrate technology in the learning process. All PT3 participants must demonstrate technology integration in their assignments; during the Spring 2002 semester, the PT3 students and their mentors will use Project Learning Tree to develop deliverable lessons that integrate technology.

As a result of the partnership, PLT will have a technology component in each of the activity guides and a special technology link on the PLT website. In addition, over 150 UHCL interns and their mentor teachers will receive PLT training and will be able to incorporate technology into their lesson plans.

Although teacher candidates receive technology education that is linked to Texas state standards for technology, they need specific preparation to be able to integrate technology within their curriculum. Enter the PLT-Technology Initiative. "The ability to incorporate technology within the curriculum is one of the most difficult tasks for teachers. I feel that this [use of PLT materials] is a perfect real application of skills and knowledge gained throughout the PT3 grant experience," states Dr. Trudy Driskell, Technology Advisor for the PT3 grant. Like the PLT activities, UHCL strives to include authentic assessment opportunities in the PT3 initiative. According to Dr. Jana Willis, a PT3 instructor, "PLT provides the PT3 students with the opportunity to use real materials that originally did not include a technology component and determine the best

Michigan Middle School Students to Promote Fire Safety

With help from a PLT GreenWorks! grant, Muskegon Heights Middle School is partnering with the Muskegon County Environmental Department, Grand Valley State University, Muskegon Community College, the PTO, Muskegon County Foundation, and Health, Education, Economic Development (HEED) to host a fire safety awareness campaign and community festival. Middle school students will distribute brochures and other literature to the public and take part in demonstrations and skits that teach fire safety.

Both the BLM and PLT believe this initiative is leading the way in wildland fire education for students and the communities in which they live. Pleased with the success of this program in the nine states in which it was introduced, both the BLM and PLT are now hoping to expand this effort to additional states in the next phase of

this collaboration, scheduled to get underway later in 2002. Stay tuned for BLM-PLT fire project updates in future editions of the Branch and on PLT's website at www.plt.org.

For more information on fire and fire education, visit the following web sites:

The Bureau of Land Management
Office of Fire and Aviation:
www.fire.blm.gov

The National Interagency Fire Center:
www.nifc.gov

The USDA Forest Service:
www.fs.fed.us/fire/fire_new/

The Global Fire Monitoring Center:
www.ruf.uni-freiburg.de/fireglobe

The Wildfire News:
www.wildfirenews.com

The National Wildland/Urban
Interface Fire Program:
www.firewise.org

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GreenWorks! Grants Available

Do you have an idea for an exciting service-learning or community action project for your students but don't have enough funds to implement it? Why not apply for one of PLT's *GreenWorks!* grants? Grants are offered to educators ranging from \$200 to \$2000 to implement community action and service-learning projects. Across the country, PLT trained educators teaching in formal and non-formal settings are eligible to receive *GreenWorks!* grants.

GreenWorks! projects should address an environmental issue and involve students from pre-school to high school in hands-on community action. The *GreenWorks!* program also encourages participants to form partnerships with community groups, businesses, or to help implement and sustain their *GreenWorks!* projects. Some examples of past grant projects include stream clean up, graffiti paint over, outdoor classrooms, gardens (butterfly, vegetable), and schoolyard restoration.

And PLT has another special *GreenWorks!* initiative for you to take part in. Funding from the Bureau of Land Management will allow PLT to give awards of \$500 to \$2,000 for wildfire management/education projects. Project ideas include: sponsoring a school or wildfire safety education campaign, neighborhood canvassing, a fire safety education festival, making the school grounds fire safe by removing brush, replanting trees and native plants after a fire and monitoring what happens, a public photography exhibit, and publishing fire safety articles in local newspapers.

If you would like to take part in any of these exciting initiatives please be sure to state in the project summary that your project is either a "fire management/education" or "general *GreenWorks!*" activity.

GreenWorks! Grant Guidelines

Eligible grant recipient must:

- ✻ Be PLT trained
- ✻ Submit a project proposal (maximum of four pages, see "Project Proposals" for more information)
- ✻ Propose projects that are community/school based and have student/youth hands-on participation
- ✻ Establish a local partnership to implement the project (e.g. school/PTA, business, Scout troop, civic organization, etc.)
- ✻ Raise 50 percent of project matching funds; funds may be in-kind services
- ✻ Submit a final report for all projects

GreenWorks! Proposals

To be eligible for review, a *GreenWorks!* project proposal must include descriptions and explanations for all of the following items. Please limit applications to no more than four pages.

1. Summary Page

Please include the following in a one page summary of your project:

- a. Applicant name, organization/school, address, phone, fax, e-mail
- b. Project title
- c. Project type (i.e. garden, paper recycling, wildlife, tree planting, water testing, fire management/education, etc.)
- d. Project abstract (50 words or less)
- e. Funding amount requested
- f. State and year of applicant's PLT training workshop

2. Project Description

Please include the following in your proposal:

- a. Detailed description
- b. Measurable objectives
- c. List of project partners (organization names and role they have with the project)
- d. Project time line (starting and completion dates)
- e. Total project budget, including matching funds
- f. Name and mailing address of fiscal agent, if different from applicant

Proposal Deadline and Award Notification

GreenWorks! grant proposals will be accepted beginning **May 1, 2002** through **September 30, 2002**. Once proposals are received at the national PLT office please allow 2-3 weeks for written confirmation of receipt of your proposal. Award notifications will be sent approximately one month after written acknowledgements are sent.

Mail your proposals to:

**GreenWorks! Grants 2002
Project Learning Tree**

**1111 19th Street, NW, Suite 780
Washington, D.C. 20036.**

(E-mail and faxes will not be accepted).



GreenWorks! Guide: Connecting Community Action and Service-Learning

This new guide is designed to assist educators and their students as they develop community service plans and service-learning projects to address local environmental issues. The guide includes step-by-step instructions for doing a *GreenWorks!* project, sample projects, service-learning and community service resources, and much more! If you would like a copy of *GreenWorks! Connecting Community Action and Service-Learning*, just sent \$2.00 for postage and handling to: Project Learning Tree; Attn: *GreenWorks!* Guide; 1111 19th Street, NW, Suite 780; Washington, D.C. 20036.

This guide was made possible through a generous grant from the USDA Forest Service National Urban and the Community Forestry Advisory Council. ■

Technology Education Initiative

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approach for integrating technology into the lesson.” Sue Hilburn, Training Specialist and Program Developer for the PT3 Grant, adds, “This might include identifying websites, software, possible project-based learning topics, experts in the field, collaborative telecommunications, and final products.” Additionally, steps may be added to a PLT activity that includes the use of data manipulation of probe-ware.

To date, comments from students attending the PT3/PLT training have been positive. Students are excited about the PLT guide and modules, and are enjoying the activities. When asked to identify one thing that they can take back to the classroom and use immediately, many have answered “how to use the PLT activity guide more effectively by integrating technology into the activities.”

News of the initiative is spreading, and has piqued the interest of other technology faculty as well as members of the bilingual education faculty. University faculty members are discovering PLT and how environmental education can be the umbrella for many courses. It is turning into a wonderful opportunity for everyone involved: the students attending the PT3 classes, the faculty, and PLT, especially as they strive to reach new audiences at the university level.

In addition to the PT3 program, this spring, some sections of the UHCL web based course, “Educational Applications of Technology,” will also use the PLT activities as a part of an early semester assignment. The assignment may be similar to the PT3 training assignment or may also include website development.

As the PT3 students complete their assignments, National PLT staff will review the products and decide what will be incorporated into the next revision of the PreK-8 Activity Guide/Secondary Modules, and what will be available on the PLT website. If the initiative’s model is a successful, then additional technology and PLT courses will be incorporated into the fall teacher intern classes.

For more information on the UHCL PT3 Grant program, go to <http://pt3.cl.uh.edu>. ■

Heidi Busa, 1995 PLT Outstanding Educator, on “Composting”

When I am covering nutrient cycles in my 10th grade Biology class, I use the PLT activity on composting from the secondary module *Exploring Environmental Issues: Municipal Solid Waste*. I pass out the nutrient cycling worksheet and have students identify specific examples of each component from the diagram that they can find in their local environment.

After they have looked at the components of the various cycles, I introduce them to our classroom “composters.” I have a vermicomposting setup in my classroom, using red worms to compost food waste. What amazes them is that these organisms have been in the class all year and they haven’t even noticed them! They quickly notice the lack of any odor and are amazed how quickly the worms decompose the food scraps. I also use the composting data sheet to have the students monitor the changes in the compost over time.

For the rest of the year, the students bring our “composters” all sorts of food scraps from their lunches and snacks. The students become very familiar with what sorts of materials can and cannot be composted in this manner. What a great way to get the students actively involved in their own learning!

Heidi teaches at Marcellus High School in Marcellus, NY

Dennis Mitchell, 1999 PLT Outstanding Educator, on PreK-8 guide Activity #25, “Birds and Worms”

One of my all time favorite PLT activities is Birds and Worms.

Getting Ready. I use 5-6 different colors of construction paper for the dots and always select at least one color that blends in with the area I have selected for conducting the activity. If you cannot find a suitable outdoor site for the activity you can do the activity indoors on a carpet or by using different patterns of material as the collection site. However, I strongly encourage you do use an outdoor setting. As a constructivist teacher I believe in taking kids outside to teach them about nature.

Site preparation is important. I usually select an outside area about 24’ x 24’. I use colored cones to set the boundaries or logging tape if trees are available. I try to spread the colored dots out as evenly as possible ahead of time. This prevents the students from “knowing” where to find the “worms” before the activity starts.

Make sure there are exactly 100 dots of each color. This helps student’s figure out the percent of “worms” that were found or the percent of worms that survived at the end of the activity (appropriate for 5th grade or higher) and is a good application of their math skills.

Doing the Activity. I usually play a minimum of three rounds. In a final round, I allow all the students to go out and collect as many of the remaining dots as possible in one minute. Each team then sorts them by color and records the number found. These numbers are added to the dots found in previous rounds and used in a math activity finding percents.

Recording the Results. I take a pre-made recording chart and cellophane tape with me so students can visualize the number of “worms” collected by each team. As a student collects a colored dot worm I hand them a small piece of cellophane tape so they can record their find on the chart. The chart is important in helping the students visualize the importance of camouflage.

Debrief. With older students I end the activity with a discussion on the concept of animal camouflage or natural selection. I also buy small plastic models of insects to use in a follow up application activity. I divide the class into two equal teams. Each team is taken to a predetermined site where they hide their insect. They must place their insect above ground (not under a rock or in a hole) and then challenge the other team to find the insects in two minutes. A follow up discussion ends the lesson.

I encourage you to use this activity. It is an awesome constructivist activity and a great way to get kids outside to learn more about the world around them!

Dennis teaches at Evergreen Middle School in Cottonwood, CA ■

Arkansas Advanced Workshop

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with an activity from Arkansas Forests Forever CD Teacher's Guide to create acoustic poems to be written in the books they made.

After reviewing tips for using literature with environmental education activities, the group did PLT Activity #91 "In the Good Old Days" (Part B) to explore the writings of several authors who were naturalists. Jerre Roberts, a professional storyteller from Texarkana, Texas, joined the group to tell a few tales and share ideas about involving students in storytelling.

After enjoying the delicious "stone soup," the group participated in Activity #89 "Trees for many Reasons," and discussed the story of *The Lorax*, by Dr. Suess. Arrington and Arkansas PLT coordinator, Mary Ann Halsey, tied in paper and pencils to the workshop by previewing videos, posters, and teaching materials on papermaking and incense cedar pencils. Afterward, they conducted Activities #82 "Resource Go Round" and #93 "Paper Civilizations" to model ways of using the resources with PLT.

Additionally, Arrington and Halsey supplied books of all types and grade levels for the group to review. Each workshop member brought at least one book to share with the group along with a display sheet. The display sheet included a summary of the book and suggestions for using it with school children. During the wrap up session, each person selected a book they had not read before and correlated it to a PLT activity. They explained to the group how it could be used to enhance the activity they chose.

The workshop received high marks and a multitude of positive comments. One participant even encouraged the facilitators to "take the show on the road." Another workshop is planned in Northwest Arkansas in 2002 and Arrington hopes others will use the idea to promote the use of children's literature with Project Learning Tree.

For more information please contact Maggie Arrington at arrington_m@yahoo.com or Mary Ann Halsey at mahalsey@arkforests.org. ■

PLT and the Canon Envirothon

The 15th Annual Canon Envirothon,[®] North America's largest high school environmental competition, will take place July 29-August 4th, 2002 at Hampshire College in Amherst, Massachusetts. The Canon Envirothon is a problem solving natural resources competition for students in grades 9–12. The competition is sponsored by Canon USA, Inc. as well as a variety of local Conservation Districts, in partnership with the USDA Forest Service and National Association of Conservation Districts. Each year, the Canon Envirothon reaches more than 500,000 high school students across the country. This spring, students from 47 states and eight Canadian provinces will compete at the state or province level to earn the right to advance to the 2002 Canon Envirothon for Canon sponsored

college scholarships totaling more than \$30,000.

The Canon Envirothon tests students' knowledge of four core topics (soils, forestry, aquatics, and wildlife) plus one current issue that is selected each year. This year's selected issue is *Introduced Species and their Effects on Biodiversity*. Project Learning Tree will be contributing to the 2002 Envirothon by providing PLT training to the adult advisors of the competing teams, following a model successfully developed and implemented at the 2001 Envirothon by Harold Anderson, Mississippi PLT State Coordinator. Thanks to Kristin Karl, PLT State Coordinator for Massachusetts, for coordinating this year's effort!

For more information about the Canon Envirothon and the 2002 Competition, visit www.envirothon.org. ■

Energy & Society Kit Now Available

PLT's *Energy & Society* program provides formal and nonformal educators with tools and activities to help students in grades PreK–8 learn about their relationship with energy and investigate the environmental issues related to energy's role in society. *Energy & Society* helps students develop critical thinking skills to make decisions about their personal energy use. In addition to hands-on activities, *Energy & Society* integrates music and dance to enhance the study of energy issues.

Energy & Society materials include the following:

- ☀ *Energy & Society Activity Guide*: Background information for educators; an outline of how to use the *Energy & Society* materials with students; correlations to national standards in science, social studies, and English language arts; a student energy primer; a collection of six activities that educators can use with the "Where is the energy?" and "What powers the move?" posters; ideas for action projects and science fair projects; energy-related case studies; a list of energy-related children's literature and

other resources; lyrics to the songs on the Billy B CD; and a glossary.

- ☀ *Energy & Me Music CD*: A collection of 15 energy related songs from singer/songwriter, Billy B.
- ☀ *Energy & Me music and dance video*: Billy B and students perform dances to five of the songs from the music CD, and complete instructions are provided for three of the dances.
- ☀ *Energy & Society* posters entitled "Where is the energy?" and "What powers the move?": Visual teaching tools for introducing students to the topic of energy and the issues surrounding it.
- ☀ *Energy & Society* website: The online hot spot for updates to the *Energy & Society* program. Visit www.plt.org.
- ☀ *Energy & Society* materials are designed to complement PLT's *PreK–8 Environmental Education Activity Guide*. Visit www.plt.org for ordering information. ■



GreenWorks! Wins Olympic Recognition

Project Learning Tree's *GreenWorks!* service-learning program was honored with a *Spirit of the Land Award* by the Salt Lake Organizing Committee (SLOC) at the 2002 Winter Olympic Games. This award honors outstanding efforts to educate people about environmental issues in all areas of society – business, education, community, youth and government. The SLOC created the award to celebrate the “environment” which joined “sport” and “culture” as the third pillar of Olympism in 1994. Project Learning Tree's Director, Kathy McGlaufflin and Caroline Alston, Associate Director, Community Programs, received the award along with Heather Scheel, Utah Society for Environmental Education at a ceremony in Park City, Utah.

Bill Nye, the Science Guy, hosted the event that also recognized other outstanding national and international awardees.

Resources

Wildlife for Sale—An Educator's Guide to Wildlife Trade

This interdisciplinary module is designed to educate middle school students about the international trade in wildlife and wildlife products. Illegal, uncontrolled wildlife trade is one of the most significant threats to biodiversity today. At the same time, legal wildlife trade can be an important tool for conservation by providing a sustainable income source to local communities. Through 15 interdisciplinary activities, *Wildlife for Sale* teaches students about the nature of wildlife trade, how wildlife trade can become a problem, and ways that wildlife trade is managed and regulated. The module includes background information, a list of resources, and unit plans for incorporating the module into curricula. (#EE-8701). To order, please call the World Wildlife Fund at 800-422-8886 or fax 800-452-2802.



The Biodiversity Debate: Exploring the Issue

The North American Association for Environmental Education in collaboration with the World Wildlife Fund has developed this guide that offers a starting place to explore biodiversity issues. Rain forests are often appropriately cited for their incredible biodiversity. However, it is also likely that within a short distance from any metropolitan area one can find natural environments that support a wide array of plants and animals. When land use patterns in these diverse areas are altered, community debates arise and polarization often sets in. This guide explores these controversies through the development of Environmental Issues Forums (EIFs) designed to bring people together to discuss environmental issues that concern them with a common goal of finding solutions at the community level. (#EE-65180). To order, please call the World Wildlife Fund at 800-422-8886 or fax 800-452-2802. Also available, *The Issue in Brief*, a booklet that summarizes the major points detailed in the guide.

Advice from a Tree...and More!

Fresh air and fresh ideas from Colorado! Ilan and Kris Shamir have developed a series of nature related books, journals, and posters to celebrate nature. Additionally, Ilan provides a blend of marketing training and “environmentally entertaining” performances and storytelling. He recently shared his talents at the January 2002 Oklahoma PLT facilitator training. Some of the items available from Your True Nature, Inc. include:

Tree Celebrations! - an informative book with creative ideas for planting and celebrating trees.

Advice from a Tree - a reminder to stand tall and proud, remember your roots, go out on a limb, drink plenty of water...and enjoy the view!

A New Leaf - writing ideas inspired by trees with activities for all ages.

Visit www.yourtruenature.com to learn more.

Special PLT offer! Get a free, large “Advice From a Tree Poster” with your first order! (poster normally sells for \$11.95).

Tree Sticks Available

Ohio and North Carolina PLT have Tree Measuring Sticks available for sale to other forestry programs and agencies and other PLT coordinators.

The sticks are 25” long and 1 1/8” wide. They have three measuring scales, (tree diameter, tree height and log diameter), and two board foot equivalent tables on them, just like the big sticks do. The small size fits more nicely in a backpack and the lightweight is great for students’ and teachers’ hands. They are accurate “Biltmore Sticks” so foresters and landowners can use them with confidence, too. (They also work great on spider webs).

North Carolina's sticks are International 1/4 Rule and Ohio's are Doyle Rule. The sticks are \$2.00 each plus shipping. Joe Hogue and Bill Schultz offer quantity discounts for more than 50.

Call Joe or Bill directly for sales information:

North Carolina – Joe Hogue
(919) 733-2162 ext. 234

Ohio – Bill Schultz (614) 265-6704

Project Learning Tree (PLT) is an award winning, activity based environmental education program for educators and students in PreK-grade 12. Developed in 1976, PLT helps students learn how to think, not what to think, about the environment. PLT, a program of the American Forest Foundation, partners with international, national, state and local partners. PLT is one of the most widely used environmental education programs in the United States and abroad.

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Subscriptions to *Branch* are free. Contact: info@plt.org or visit www.plt.org.

NATIONAL UPDATE

National Update

Announcing the 2002 PLT Outstanding Educators

The PLT Education Operating Committee is pleased to announce the five recipients of the 2002 PLT Outstanding Educator Award: Maggie Arrington (Arkansas Forestry Commission, Arkansas), Woody Franzen (Ecowings, Washington), Kris Irwin (University of Georgia, Georgia), Anita Smith (China Middle School, Maine), and Sally Wall (Seabrook Intermediate School, Texas).

Additional congratulations go out to the other 2002 nominees: Francesca Angiuoli (Forest Resource Education Center, New Jersey), Larry Boucher (Merrimack Valley Middle School, New Hampshire), Renae Chandler (South Highlands Magnet School, Louisiana), Lora Lindsey (Fort McCoy School, Florida), Kim Parker (Amory High School, Mississippi), Jon Rockett (Cooperative Extension Service, Virginia), Judy Toothaker

(Lake Elizabeth, California), and Sue Wintering (Project Learning Tree, Ohio).

Details on each of the award recipients will be featured in the Fall 2002 Branch at www.plt.org.

PLT Debuts New Website

Have you been to www.plt.org lately? Well, the next time you log-on, check us out because there is a new look for PLT on the web. This year PLT is integrating technology throughout it's programs and materials and this includes making the most out the World Wide Web (see also "Technology & PLT" on page 3).

Some of the features of the new and improved site include:

- ✱ new design
- ✱ easier navigation
- ✱ frequently updated Hot Topics box
- ✱ music and video clips from the Energy & Society materials

- ✱ downloadable/printable correlations to state and national education standards
- ✱ a PLT press room

And that is just the beginning. Stay tuned for:

- ✱ resource sections for all of the curriculum materials
- ✱ new on-line exchange box
- ✱ highlights from selected *GreenWorks!* projects
- ✱ highlights from the PLT Outstanding Educators
- ✱ activity web enhancements

New Partnership

Project Learning Tree and the National Alliance of Black School Educators (NABSE) have partnered to link their networks together and exchange resources. PLT and NABSE will officially launch their partnership by hosting a two day environmental education institute at NABSE's 2002 Annual Conference this fall in Atlanta, Georgia.

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Log onto the PLT Web site
<www.plt.org> for
curriculum updates,
workshop information, and
correlations to state
standards.

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