

PLT and STEM



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According to the most widely-accepted definition, STEM education is an interdisciplinary approach to learning where rigorous academic concepts are coupled with real-world lessons as students apply science, technology, engineering, and mathematics in contexts that make connections between school, community, work, and the global enterprise.¹

While not specifically designed as a STEM curriculum, PLT meets this definition remarkably well. As an environmental education program, PLT also emphasizes an interdisciplinary approach to learning. It incorporates real-world lessons that help students make connections between school, community, and the natural world. In addition, PLT teaches students how to think about complex issues, employing a problem-solving orientation that helps them design solutions.

One hallmark of STEM education is that it focuses on the areas of science, technology, engineering, and mathematics together – not as separate elements – not only because the skills and knowledge in each discipline are essential for student success, but also because these fields are deeply entwined in the real world. STEM is an interdisciplinary and applied approach that is coupled with hands-on, problem-based learning.

USING PLT TO ENGAGE STUDENTS IN STEM LEARNING

PLT demonstrates to students how engaging STEM can be. The activities provide instruction that builds on and encourages the natural curiosity of youth. Its interdisciplinary approach helps students experience the world in new ways and encourages them to explore their own questions about it. It also encourages students to take action toward resolving environmental issues in their communities.

PLT uses instructional strategies that model STEM practices, including hands-on activities, promoting teamwork, cultivating investigation and research skills, and a problem-solving approach. The activities help students see and understand connections among crosscutting concepts and disciplinary core ideas through real-world investigation and active learning. In addition, PLT reveals the interdependence of the world we inhabit, giving students inherent motivation to learn more about it.

¹ Tsupros, N., Kohler, R., & Hallinen, J. (2009). *STEM education: A project to identify the missing components*. Intermediate Unit 1: Center for STEM Education and Leonard Gelfand Center for Service Learning and Outreach, Carnegie Mellon University, Pennsylvania.

USING PLT TO SUPPORT STEM TEACHING

Through its high-quality professional development and comprehensive, classroom-tested materials, PLT supports effective STEM teaching. Each PLT activity:

- Specifies the process skills students practice in the activity, such as analyzing or predicting.
- Offers suggestions for authentic assessment of skills and content knowledge.
- Provides background information to bolster teacher understanding of the content.
- Provides step-by-step procedures for leading investigations.
- Identifies potential ways to incorporate technology use.
- Includes student pages to support data collection and analysis.

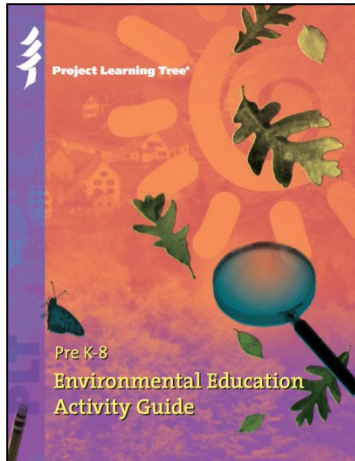
In addition, PLT continually offers additional resources to help educators enhance STEM learning. For example, see the [STEM connections](#) and lesson plans that PLT has recently identified to supplement the [Energy & Society](#) kit. Also look for the “[STEM Connections](#)” [column](#) in *The Branch* newsletter, which highlights specific PLT activities that can be used to engage students in real-world applications of STEM education and support STEM careers. For example, see <https://www.plt.org/energy-curriculum-careers-in-energy>.

USING PLT AND STEM TO REACH DIVERSE AUDIENCES

PLT incorporates strategies that are effective in teaching STEM with traditionally underserved populations, such as English language learners, and urban and rural populations. The activities incorporate [differentiated instruction techniques](#) so you can readily integrate PLT’s hands-on, investigative pedagogy for a wide range of grade levels, learning styles and abilities. The [PreK-8 Environmental Education Activity Guide](#) uses an icon and appendix to easily identify the strategies teachers can apply to differentiate their teaching.

[PLT’s GreenSchools! Investigations](#), in particular, are specifically designed for diverse and urban audiences. These PLT lessons take place right within the school or on the school grounds, and do not mandate a class visit to a wooded area or park. Additionally, the GreenSchools! program helps educators teach about the environment – and explore STEM learning – using the resources they already have.

PLT ACTIVITIES AND THEIR STEM CONNECTIONS



The following charts contain activities from PLT’s *PreK-8 Environmental Education Activity Guide*, *Environmental Experiences for Early Childhood*, and select secondary modules that incorporate STEM strategies or outcomes as an integral part of the activity. Although all PLT activities have some connection to STEM, the ones shown here have the most direct links. In addition, we have identified exemplars that are particularly strong STEM activities.

PreK-8 Environmental Education Activity Guide

Exemplars	Activity	STEM Connections
		In the activity students:
	9: Planet Diversity	<ul style="list-style-type: none"> • Investigate the diversity of life on a small plot of land • Compare data with others in the class. • Explore the core idea of biodiversity and humans.
	15: A Few of My Favorite Things	<ul style="list-style-type: none"> • Identify the different materials that go into making a product. • Categorize the materials as renewable and nonrenewable. • Identify the impacts of obtaining and processing natural resources. • Identify the energy required for making products. • Explore the crosscutting concept of Energy and Matter.
	16: Pass the Plants, Please	<ul style="list-style-type: none"> • Collect data about the foods they eat in a typical week. • Create graphs or other representations of the data. • Draw conclusions from the data. • Explore the core ideas of matter and energy flow in organisms, and interdependent relationships in ecosystems.
	21: Adopt a Tree	<ul style="list-style-type: none"> • Collect data about a specific tree (or trees) over time. • Develop investigations to answer research questions. • Make observations that illuminate the crosscutting concepts of Patterns, and Stability and Change • Explore the core idea of ecosystem dynamics.
	22: Trees as Habitats	<ul style="list-style-type: none"> • Collect data about the organisms living in and around a tree. • Explore the crosscutting concept of Systems and System Models.

		<ul style="list-style-type: none"> Examine the core ideas of cycles of matter and energy transfer in ecosystems, and interdependent relationships in ecosystems.
	23: Fallen Logs	<ul style="list-style-type: none"> Investigate organisms living in and around a tree. Collect data about the organisms. Explore the crosscutting concept Systems and System Models. Examine the core ideas of cycles of matter and energy transfer in ecosystems, and interdependent relationships in ecosystems.
	24: Nature's Recyclers	<ul style="list-style-type: none"> Collaborate in teams. Devise an experiment to find out what soil bugs eat. Collect and organize data about their observations. Learn first-hand about the core idea of cycling of energy and matter in ecosystems, and the crosscutting concept of Energy and Matter.
	29: Rain Reasons	<ul style="list-style-type: none"> Design experiments to see how climate factors influence the growth of plants. Collect data and present experiment results Explore crosscutting concepts of Patterns, and Cause and Effect.
	32: A Forest of Many Uses	<ul style="list-style-type: none"> Learn about products that come from forests, as well as forest animals and recreation activities. Identify and compare forest management strategies focusing on wildlife, recreation, and products from forests.
	37: Reduce, Reuse, Recycle	<ul style="list-style-type: none"> Conduct an investigation of the waste they generate for a week. Weigh, count, and record the types of waste they collect. Evaluate the results of their investigation. Devise and carry out a plan for reducing waste. Explore the crosscutting concept of Scale, Proportion, and Quantity.
✓	38: Every Drop Counts	<ul style="list-style-type: none"> Monitor water use for a day. Calculate the flow rate of water and determine how much water was used. Devise a water-saving plan. Monitor and calculate the differences in water use before and after the water-saving measures. Research and report on faucet aerators, toilet dams, and other solutions for reducing water use.
	39: Energy Sleuths	<ul style="list-style-type: none"> Research and report about different energy sources. Collect data about the activities they do in a day that require energy. Explore the crosscutting concept of Energy and

		Matter.
	41: How Plants Grow	<ul style="list-style-type: none"> • Design experiments to determine the factors necessary for plant growth. • Measure and compare plant growth under different environmental conditions. • Explore the core idea of growth and development of organisms.
	42: Sunlight and Shades of Green	<ul style="list-style-type: none"> • Test the effects of lack of sunlight on plant leaves. • Explore the core idea of energy transfer in ecosystems.
✓	43: Have Seeds, Will Travel	<ul style="list-style-type: none"> • Collect, sort, and classify seeds. • Identify varying methods of seed dispersal. • Model or design seeds that use varying methods of dispersal. • Explore the core ideas of structure and function, and growth and development of organisms.
	44: Water Wonders	<ul style="list-style-type: none"> • Participate in an active model of the water cycle. • Conduct an experiment using stream tables to find out one way plants affect the water cycle and protect soil from erosion. • Discuss results of the experiment. • Explore the core ideas of the roles of water in Earth's surface processes, and cycles of matter in ecosystems.
	45: Web of Life	<ul style="list-style-type: none"> • Conduct research of a forest organism • Model the food web • Explore the core idea of interdependent relationships in ecosystems.
	46: School Yard Safari	<ul style="list-style-type: none"> • Identify signs of animals living in the school yard. • Record their findings. • Compare findings with other students. • Explore the core idea of biodiversity.
✓	48: Field, Forest, and Stream	<ul style="list-style-type: none"> • Conduct a field study of three different environments. • Compare the soil, temperature, sunlight, and animal and plant life in each. • Experience the core idea of interdependent relationships in ecosystems.
✓	50: 400-Acre Wood	<ul style="list-style-type: none"> • Develop a plan for managing a tract of forestland. • Quantify and analyze different options for managing the forestland. • Create maps of their plans. • Evaluate the different plans created by the group. • Explore the crosscutting concept of Scale, Proportion, and Quantity, and Systems and System Models.
✓	51: Make Your Own Paper	<ul style="list-style-type: none"> • Explore papermaking process using different materials. • Explore the amazing way that plant fibers form paper.

		<ul style="list-style-type: none"> • Identify the elements and outputs of the papermaking process. • Experience the crosscutting concepts of Structure and Function, and Systems and System Models.
✓	53: On the Move	<ul style="list-style-type: none"> • Identify the needs and benefits of transportation systems. • Identify a problem in their community's transportation system. • Design a practical and efficient transportation system for the future that overcomes a problem they've observed. • Present their designs to the class. • Explore the crosscutting concept of Systems and System Models.
	55: Planning the Ideal Community	<ul style="list-style-type: none"> • Identify the services and resources communities need to thrive. • Conduct a survey of their local community to pinpoint existing resources and services. • Analyze their survey findings. • Collaborate in groups to design an ideal community. • Explore the crosscutting concept of Systems and System Models.
	62: To Be a Tree	<ul style="list-style-type: none"> • Create models of trees showing their structure and function. • Explore the crosscutting concepts of Structure and Function, and Systems and System Models. • Engage in developing and using a model.
	63: Tree Factory	<ul style="list-style-type: none"> • Create models of trees showing their structure and function. • Explore the crosscutting concepts of Structure and Function, and Systems and System Models. • Engage in developing and using a model.
	64: Looking at Leaves	<ul style="list-style-type: none"> • Collect and observe leaves. • Describe similarities and differences among the leaves. • Determine which tree a particular leaf came from.
	66: Germinating Giants	<ul style="list-style-type: none"> • Plan a strategy for collecting data about a tree in a local study area. • Measure the height, and size of the leaves and seeds. • Compare their tree to a coast redwood tree, using a variety of calculations. • Share and discuss their results. • Explore the crosscutting concepts of Scale, Proportion, and Quantity, and Structure and Function.

	67: How Big Is Your Tree?	<ul style="list-style-type: none"> • Use different methods to measure a tree. • Use ration comparisons to determine the height of a tree. • Analyze the data, and interpret any differences evident. • Graph the results to share with others. • Explore the crosscutting concept of Scale, Proportion, and Quantity.
	70: Soil Stories	<ul style="list-style-type: none"> • Collect different soil samples. • Sort the particles in soil and observe what happens with they make a “soil shake.” • Conduct a soil percolation test on different soils. • Draw conclusions from the data. • Propose solutions to a case study involving soil.
	71: Watch on Wetlands	<ul style="list-style-type: none"> • Help plan a field investigation of a local wetland. • Survey one component of the wetland (animals, plants, water quality, etc.). • Communicate findings with other student groups. • Analyze the data to determine if there are any environmental warning signs. • Explore the core idea of interdependent relationships in ecosystems.
	72: Air We Breathe	<ul style="list-style-type: none"> • Conduct an investigation of air quality. • Analyze their findings in the investigation. • Develop a survey protocol (checklist) for identifying air quality hazards at school or home. • Use the protocol to investigate their homes or schools. • Communicate their findings to other students.
	73: Waste Watchers	<ul style="list-style-type: none"> • Conduct an audit of their home energy use. • Analyze and interpret the data collected from the audits. • Develop an action plan for reducing energy use (solving a problem).
	76: Tree Cookies	<ul style="list-style-type: none"> • Examine cross-sections of trees. • Analyze the tree rings to identify possible environmental conditions that occur in the tree’s life. • Explore the crosscutting concept of Structure and Function.
✓	77: Trees in Trouble	<ul style="list-style-type: none"> • Conduct a check-up of trees in their neighborhood. • Explore the cross-cutting concept of cause and effect. • Learn about the core idea of growth and development in organisms.

✓	82: Resource-Go-Round	<ul style="list-style-type: none"> • Research the natural resources and raw materials that go into a product. • Trace the lifecycle of the raw materials. • Identify the steps involved in manufacturing the product • Explain the energy inputs and any pollution involved in the product's manufacture.
✓	83: A Peek at Packaging	<ul style="list-style-type: none"> • Evaluate the packaging of various products. • Analyze the purpose and function of different packaging strategies. • Identify ways packaging could be improved for particular products.
	84: The Global Climate	<ul style="list-style-type: none"> • Graph CO₂ data from Mauna Loa. • Using data from utility bills, calculate the amount of CO₂ their families and the class generated in a month. • Calculate the possible impact of different CO₂-saving measures. • Explore crosscutting concept of Energy and Matter.
✓	85: In the Driver's Seat	<ul style="list-style-type: none"> • Keep a log of their family's transportation for a week. • Research different vehicles to learn their fuel economy and other features. • Simulate the distance they can travel using vehicles with different fuel economies. • Brainstorm ways to increase fuel efficiency through methods like carpooling, public transportation, and so on. • Experience the Crosscutting Concept of Scale, Proportion, and Quantity.
	93: Paper Civilizations	<ul style="list-style-type: none"> • Explore the history of papermaking over time. • Identify the papermaking technology of specific time periods.
	96: Improve Your Place	<ul style="list-style-type: none"> • Conduct a survey of a project area. • Identify possible problems with the project area. • Identify possible solutions for addressing the problems. • Create an action plan for improving the area. • Experience the crosscutting concept of Systems and System Models.



Environmental Experiences for Early Childhood STEM Connections

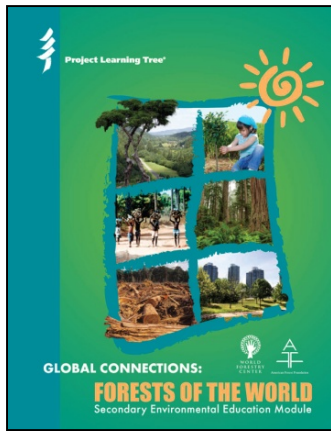
Exemplars	Activity	STEM Connections
	1: The Shape of Things	<p>In the activity, students:</p> <ul style="list-style-type: none"> • Observe shapes in natural and built environments.* • Construct and use a tool to guide observations.* • Use twigs to create different shapes.^
	2: Sounds Around	<ul style="list-style-type: none"> • Use their bodies and voices to imitate sounds in nature.* • Build instruments that make the sound of rain or other sounds.^ • Match the sounds made by different objects.^ • Make recordings that mix different nature sounds.^
✓	3: Get in Touch with Trees	<ul style="list-style-type: none"> • Explore mystery objects from nature using their sense of touch.* • Look for patterns in tree bark.^ • Sort tree seeds by different attributes.^ • Experiment making different textures using different grades of sandpaper and different kinds of wood.^
✓	4: We All Need Trees	<ul style="list-style-type: none"> • Investigate apples using magnifying lenses and plastic knives.* • Act out ways that apples change through the process of making applesauce.# • Chart their reactions to different smells.^
✓	5: Signs of Fall	<ul style="list-style-type: none"> • Collect, sort, classify, and count fall leaves and seeds.* • Experiment with leaf stencils to create different results.^ • Graph a collection of leaves.^ • Use seeds for counting, measuring, sorting, and weighing.^

	6: Evergreens in Winter	<ul style="list-style-type: none"> • Observe seasonal changes in nature. • Design garlands that wildlife can eat in the winter.* • Compare and sorts sprigs and branches of evergreen trees.#,^ • Compare and graph the cones from different evergreen trees.^ • Create tree silhouettes using a bright light.#
	7: Bursting Buds	<ul style="list-style-type: none"> • Observe seasonal changes of spring.*,# • Create a map of the trees in their neighborhood.* • Experiment with twigs, buds, flowers, and seeds.^
	8: Adopt a Tree	<ul style="list-style-type: none"> • Compare the bark, flowers, fruits, leaves, seeds, and twigs of different trees.* • Make observations of a particular tree (or trees) over time.* • Use tools to create leaf prints.^
✓	9: Be a Tree	<ul style="list-style-type: none"> • Create a model of a tree in the form of a vest they can wear.* • Compare human body parts to tree parts.#,^ • Sort fruits, leaves, seeds, and twigs.^
	10: Trees as Habitats	<ul style="list-style-type: none"> • Look for signs of animals eating, sleeping, and hiding in trees.* • Observe plants, such as mosses and lichens, that live on trees.* • Create a story about forest animals, following the pattern of a familiar story.#
	11: Three Cheers for Trees	<ul style="list-style-type: none"> • Make observations about trees in their neighborhood.# • Explore and compare different kinds of wood.^

*- In Featured Experience

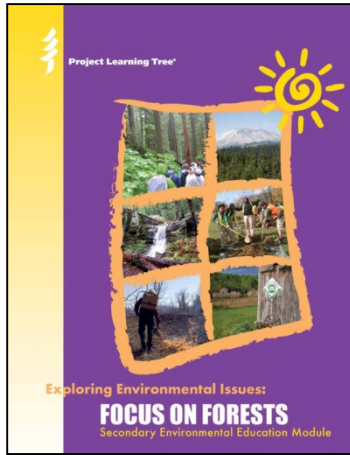
- In Group Activities

^- In Learning Centers



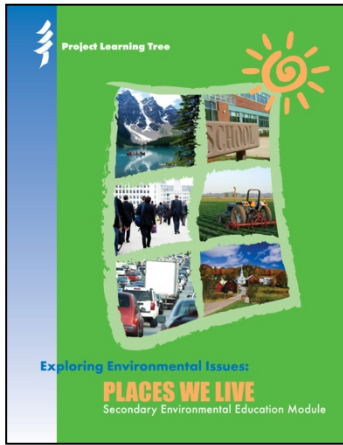
Global Connections: Forests of the World
STEM Connections

Exemplars	Activity	STEM Connections
	1: Making the Global Connection	<p>In the activity, students:</p> <ul style="list-style-type: none"> • Design and conduct a survey to learn what others think about their connection to the world’s forests. • Compile, graph, and analyze survey results.
	3: Mapping the World’s Forests	<ul style="list-style-type: none"> • Interpret maps to identify global patterns of forest cover. • Analyze temperature and moisture data and their relation to global ecological zones. • Collect and analyze data on local climate conditions and vegetation.
	4: Analyzing Patterns of Forest Change	<ul style="list-style-type: none"> • Analyze maps of a particular forest to determine how and why its shape and size have changed over time. • Investigate and present the reasons behind changes observed in a forest area in their community or in another country.
	7: Exploring the World Marketplace	<ul style="list-style-type: none"> • Model the dynamics involved in the international trade of forest products. • Analyze country data to compare countries’ imports and exports of forest products.
✓	8: Making Consumer Choices	<ul style="list-style-type: none"> • Conduct and analyze a life cycle analysis of a forest product. • Identify the international dimensions of a product used locally. • Make recommendations for more “intelligent consumption” of a forest product.



Exploring Environmental Issues: Focus on Forests
STEM Connections

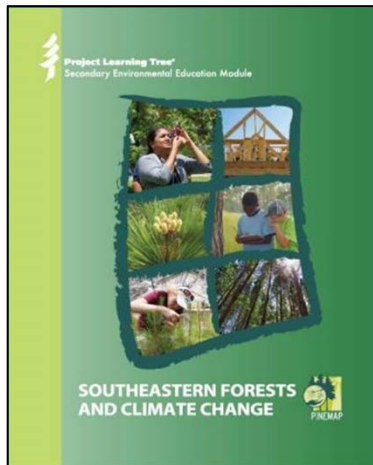
Exemplars	Activity	STEM Connections
✓	1: Monitoring Forest Health	<p>In the activity, students:</p> <ul style="list-style-type: none"> • Students collect and analyze data on a number of different parameters related to a forest area's health. • Assess the health of the forest area based on the data they collected. • Evaluate the ecosystem services provided by trees in the community.
	2: Story of Succession	<ul style="list-style-type: none"> • Set up experimental plots to observe successional changes over time. • Identify the factors that influence succession.
	4: Tough Choices	<ul style="list-style-type: none"> • Practice analyzing an environmental issue. • Propose solutions to an environmental issue related to forests.
	6: Forest to Faucet	<ul style="list-style-type: none"> • Map the boundaries of their local watershed and determine the extent of forest cover within it. • Analyze a case study exploring the connection between the community's water supply and its forestlands.
✓	7: Forest Invaders	<ul style="list-style-type: none"> • Research different methods for controlling invasive species. • Learn about an invasive plant or animal that threatens their local forest. • Prepare a presentation about an invasive species, including solutions for preventing its spread.
✓	8: Climate Change and Forests	<ul style="list-style-type: none"> • Develop an action plan for reducing their carbon footprint. • Calculate the amount of carbon stored in a single tree. • Evaluate carbon offsets as one solution for reducing global climate change.



Exploring Environmental Issues: Places We Live
STEM Connections

Exemplars	Activity	STEM Connections
	2: Community Character	<p>In the activity, students:</p> <ul style="list-style-type: none"> • Conduct a field survey to determine what adds to—and detracts from—their community’s character. • Research a local land use issue and analyze its effect on their community’s character. • Identify and recommend solutions to a local land use issue.
	3: Mapping Your Community Through Time	<ul style="list-style-type: none"> • Create a work plan for a research and mapping project on their community through time. • Research components of their community through time. • Map and interpret their findings.
✓	4: Neighborhood Design	<ul style="list-style-type: none"> • Conduct a field survey to investigate change and growth patterns in their neighborhood. • Critically evaluate a variety of development options. • Formulate a plan for guiding further change or growth in their community.
	5: Green Space	<ul style="list-style-type: none"> • Conduct a field inventory to collect data on their community’s green infrastructure. • Use maps to evaluate a community’s green infrastructure. • Compare and contrast case students illustrating initiatives to protect green space. • Design ideas for improving network of green spaces in the community.
✓	6: A Vision for the Future	<ul style="list-style-type: none"> • Analyze examples of how communities respond to the challenge of managing growth. • Use a planning model to create a vision plan for one area of their local community.

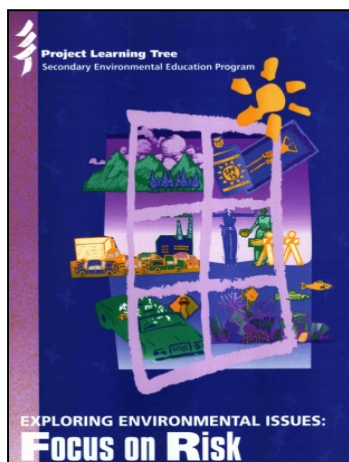
		<ul style="list-style-type: none"> • Implement all or part of their vision plan as a service-learning project.
	8: Regional Community Issues: The Ogallala Aquifer	<ul style="list-style-type: none"> • Role-play stakeholders in a regional issue. • Work in teams to develop an action plan to solve a regional issue – the depletion of the Ogallala Aquifer.



Southeastern Forests and Climate Change
STEM Connections

Exemplars	Activity	STEM Connections
✓	1: Stepping through Climate Science	In the activity, students: <ul style="list-style-type: none"> • Understand the progression of science findings over time. • Create a graph of atmospheric carbon over time. • Make observations about the relationship between science and policy.
✓	2: Clearing the Air	<ul style="list-style-type: none"> • Explore scientific evidence of climate change. • Understand the causes of climate change. • Develop a chart of criteria for making an informed decision.
✓	3: Atlas of Change	<ul style="list-style-type: none"> • Learn about computer models. • Use a computer model to understand the impact of climate change on forests. • Use data from a computer model to create a poster.
	4: The Changing Forests	<ul style="list-style-type: none"> • Explore five scientific studies that scientists are currently doing.

	5: Managing Forests for Change	<ul style="list-style-type: none"> • Use a systems diagram to convey forest ecology. • Consider management strategies that can help a forest adapt to climatic changes.
	6: Mapping Seed Sources	<ul style="list-style-type: none"> • Analyze data and explain hypothesis about heredity. • Graph data and interpret results.
	7: Carbon on the Move	<ul style="list-style-type: none"> • Explain carbon cycling and the ways in which carbon can be removed from and added to the atmosphere. • Illustrate the carbon cycle, including carbon pools and fluxes.
✓	8: Counting Carbon	<ul style="list-style-type: none"> • Collect data. • Practice using field tools to measure trees. • Compute comparisons of carbon sequestration and emissions. • Apply concepts to determine whether a state could be carbon neutral.
	9: The Real Cost	<ul style="list-style-type: none"> • Understand how technology affects the environmental impacts caused by a product.
✓	10: Adventures in Life Cycle Assessment	<ul style="list-style-type: none"> • Understand how products are engineered. • Calculate the emissions of three products at each step of their life cycle.
	11: Life Cycle Assessment Debate	<ul style="list-style-type: none"> • Assess environmental impacts of common products. • Draw conclusions based on information assessed.
	12: The Carbon Puzzle	<ul style="list-style-type: none"> • Interpret a graph. • Understand how carbon moves through three pools.
	13: Future of Our Forests	<ul style="list-style-type: none"> • Synthesize climate and forest science.
	14: Starting a Climate Service-Learning Project	<ul style="list-style-type: none"> • Develop problem solving skills as they plan and implement a project.



**Exploring Environmental Issues: Focus on Risk
STEM Connections**

Exemplars	Activity	STEM Connections
	1: What is Risk?	<p>In the activity, students:</p> <ul style="list-style-type: none"> • Develop a definition of risk. • Keep a log of risks they face each day. • Work in groups to rank risks according to how dangerous they are.
	2: Things Aren't Always What They Seem	<ul style="list-style-type: none"> • Create and rank a list of environmental risks. • Compare their perception of risks others', including lay people and experts.
	3: Chances Are ... Understanding Probability and Risk	<ul style="list-style-type: none"> • Calculate simple probabilities. • Use graphs to represent binomial and normal distributions. • Use probability to analyze the risk of getting brain cancer from cell phone use.
	4: Risk Assessment: Tools of the Trade	<ul style="list-style-type: none"> • Investigate four different ways to assess risk. • Use a fault tree to analyze risk. • Prepare and defend a position in a debate on a possible toxicological hazard.
	5: Communicating Risk	<ul style="list-style-type: none"> • Identify guidelines for effective risk management. • Research a risk present in their school or community. • Create an informative piece to communicate the risk to others.
	6: Weighing the Options: A Look at Tradeoffs	<ul style="list-style-type: none"> • Investigate the balancing of costs and benefits when making decisions. • Debate the use of cost/benefit analysis for making decisions regarding the management of environmental risks.

	7: Decision Making: Ecological Risk, Wildfires, and Natural Hazards	<ul style="list-style-type: none"> • Apply various decision-making methods to an environmental risk. • Propose risk reduction alternatives.
	8: Taking Action: Reducing Risk in Your School or Community	<ul style="list-style-type: none"> • Identify ways their school or community can reduce a risk. • Develop a plan to assess the risk, decide the best way to reduce the risk, and to educate others. • Implement their plans, if feasible.