



CLASSROOM IN THE FOREST  
*Leader's Guide*



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ALABAMA TREASURE FOREST ASSOCIATION

# ***Classroom in the Forest: Forest in the Classroom***

## **Leader's Guide**

### **Sponsored by the Alabama TREASURE Forest Association**

#### ***An introduction to Classroom in the Forest: Forest in the Classroom***

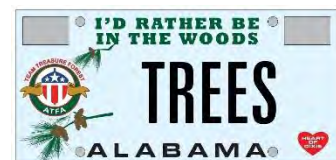
The Alabama TREASURE Forest Association (ATFA), in partnership with many statewide and county natural resource organizations, has been conducting the Classroom in the Forest: Forest in the Classroom (CIF) program for many years. This program is designed to give fourth and fifth graders a better understanding of the important environmental and economic role our forests play.

The ATFA is dedicated to developing a network of landowners and stakeholders in the natural resource community who are willing to encourage and educate our youth, other landowners and the general public concerning the multiple use management of our forest resources. CIF was created to communicate the role private forest lands and landowners play protecting Alabama's environment and benefiting the state's economy. The program provides forest owners and professionals in the community the opportunity to work together to educate children and their teachers, and, hopefully, instill a feeling of pride and respect for the land and forest landowners.

The emphasis of the ATFA is to promote wise management of all our forest resources and to educate the general public on the importance of private landownership. CIF will offer school age children the opportunity to understand the multiple use management philosophy that drives TREASURE Forest owners and members of the ATFA. This will help ensure the sustainability of forests for generations to come.

CIF is a two part learning session for the school children. In the first session, the Forest is brought to the Classroom. Volunteers-usually at a minimum, a forestland owner and a resource professional-go to the school and work directly with the kids to teach them about the valuable benefits forests provide and how important forests are to the state. In the second session, the Classroom is brought to the Forest. This is where the kids see firsthand what a forest does to protect the environment- like providing wildlife habitats and clean air and water; and to benefit the economy by providing jobs and products we need.

The CIF program is funded largely through the ATFA's "I'd Rather be in the Woods" specialty license plate. When you purchase this unique tag for your car for fifty dollars above the regular cost of your license plate, almost all of the money comes directly to the ATFA for educational projects like the Classroom in the Forest. So, please, the next time you renew your license plate, please ask your county probate office for the "I'd Rather be in the Woods" tag.



### ***Classroom in the Forest: Forest in the Classroom Project Goals***

CIF has two goals. The first is to educate students and their teachers regarding multiple use management of our forest resources and to demonstrate how important private landowners are in the managing of these valuable resources. The second goal is to involve private landowners and stakeholders in the education of our youth about these important natural resources.

### ***Classroom in the Forest: Forest in the Classroom Project Objectives***

1. Identify volunteer resource development team members and provide an opportunity for them to convey our message about the multiple use management of our natural resources. Each volunteer resource development team is comprised of, at a minimum, (1) a private landowner; (2) a forest resource provider; and (3) a stakeholder.
2. Promote a better understanding of the importance of private land ownership and the role private landowners play in the economic and environmental future of Alabama.
3. Promote a better understanding of the natural resources our forests provide. These include:
  - a. Clean the air and water
  - b. Prevent erosion
  - c. Wildlife habitat
  - d. Wood products
  - e. Jobs
  - f. Recreation
4. Convey to the public the landowner's stewardship of their land and pride in their property.

### ***How will Classroom in the Forest: Forest in the Classroom meet these goals and objectives?***

1. Provide teaching resource information
2. Develop and train volunteer resource teams
  - a. Recruit volunteers who represent private landowners, resource agencies, ATFA members and others
  - b. As necessary help train volunteers to use the teaching resource information provided
  - c. Help private landowners plan and prepare for a field trip to their property
3. Provide financial assistance to county chapters in order to conduct a CIF
4. Provide liability insurance for CIF events on members' property

### **For more information, contact:**

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You can also contact your county Alabama Forestry Commission Office, Extension Office or Soil Conservation District Office.



## **Sample Checklist for Conducting a CIF Event**

### **Classroom Visit**

#### *Four-Six Months Before Classroom Visit*

- Organize committee to conduct CIF
- Involve landowners, resource professionals and other stakeholders
- Meet with school administration/teachers to introduce CIF and key volunteers
- Plan dates for classroom visit and field trip
- Secure sponsorships for the event

#### *Three Months Before Classroom Visit*

- Determine the number of classrooms to be visited and the number of volunteers needed
- Assign volunteers to classrooms
- Decide who will teach and what lessons they will teach
- Find other volunteers to serve
- Distribute lesson plans to volunteers

#### *One Month Before Classroom Visit*

- Confirm dates and times with teachers and all volunteers
- Prepare any handouts for children
- Put together additional resource material for teachers
- Request coverage under the ATFA's umbrella liability insurance policy

#### *One Week Before Classroom Visit*

- Make sure presenters are prepared to teach their lessons
- Confirm time with teachers

#### *Day of the Classroom Visit*

- Arrive early and set up room
- Ensure that there is adequate room for any activities which require motion
- Ensure an adequate number of handouts and other material is available
- Introduce the volunteer team
- Have fun!

### **Field Visit**

#### *Four Months Before Field Trip*

- Locate site
- Meet with landowner on site
- Determine what stations/topics will be presented and who will do the presentations
- Discuss needs for field trip (people movers, port-o-lets, first aid, drinks, etc.)
- Arrange for adequate volunteers to ensure safe and educational event

#### *Two Months Before Field Trip*

- Confirm dates with teachers
- Ensure that transportation for students has been arranged

- Order lunches for teachers/volunteers (if applicable)

#### *One Month Before Field Trip*

- Confirm date and location with all volunteers/presenters
- Check site to make sure roads and facilities are adequate
- Prepare any materials needed for students and teachers

#### *One-Two Weeks Before Field Trip*

- Meet with volunteers/presenters at the site to verify locations and duties for the field trip
- Confirm food, port-o-lets, people movers, etc.
- Confirm all plans with school/teachers

#### *Day of Field Trip*

- Arrive early
- Make sure all volunteers know their responsibilities
- First aid station
- Introduce team
- Explain the day's plan to the kids and teachers
- Have fun!

## ***Classroom In The Forest: Forest In The Classroom™***

### **Lesson Plans**

**GOAL:** To increase the participant's understanding and appreciation of the importance of private land ownership and the role private landowners play in the economic and environmental future of Alabama.

#### **STUDENT LEARNING OBJECTIVES:**

- Students will be able to:
  - Recognize the importance of science as it relates to our forest land.
  - Recognize and understand the importance of forest natural resources in everyday life.
    - The forest provides clean air.
    - The forest provides clean water.
    - The forest protects valuable topsoil.
    - The forest provides jobs.
    - The forest provides wood products we use every day.
    - The forest provides homes for wildlife.
    - The forest provides recreation and well-being.
  - Recognize the abundance of the forestland in the state of Alabama and the importance of the private landowner.
    - More than  $\frac{3}{4}$  of Alabama is covered with forestland; over 23 million acres.
    - Most of that forestland,  $\frac{3}{4}$  of it in fact, is owned by families and individuals (non-government land).
    - Multiple use management by Alabama's landowners contributes significantly to the diversity of the state's forests.
    - Identify how human activities impact wildlife habitat.
    - Select data, record observations and predict possible outcomes.

- **Things to do ahead of time:**
  - Prepare handouts and PowerPoint slides.
  - Make grab bag from wooden items. Choose items that obviously came from wood or wood products; e.g. paper towels, pencils, paper, wooden spoon, tooth picks, etc. Also select items that the students would not expect to come from wood or wood products; e.g. disposable diaper, shampoo, rubber bands, etc. Use the **WHAT ARE TREES USED FOR** (handout #2) for ideas.
- **Estimated time of lesson:**
  - One hour for presentation
  - 12-15 minutes for each volunteer resource team member.
  - 10-12 minutes for Forest Jeopardy
  - 2-5 minutes for wrap-up.

#### **INTRODUCTION:**

∞ **Say this:** *We are excited to be visiting your classroom today. The Alabama TREASURE Forest Association has teamed up with other agencies and community leaders to help you better understand the important role that Alabama's forests play in our lives. The forest is important to each and every one of us. Today, we would like to share a few facts with you about our forests and the families who own and manage them.*

∞ **Do this:** Have each member of the volunteer resource development team introduce them self and briefly tell about their role on this team.

- **Resource Manager:** Explain that your primary responsibility is to provide leadership which helps landowners become better managers of their land.
- **Private Landowner:** Explain why you own forest land and what you hope to gain from owning it.
- **Stakeholders:** Explain how you benefit from the forest in many ways. Examples are clean water, clean air, recreation, hunting, fishing, etc.

#### **I. RESOURCE PROVIDER:**

- a. **Say this:** *Alabama is blessed with an abundance of diverse forestland. These forests, almost all of which are privately owned, are important in many ways. They provide many of the things we need every day - forest products, jobs, recreational opportunities, and a great variety of environmental benefits. Private landowners have helped to make Alabama's forests the environmental and economic success story that they are today through active management of all the forest resources.*
- b. **Lead discussion:** Ask the questions listed below. Accept any answer from the floor to build discussion. **Ask participants to refer to the WORDS TO KNOW handout.**

- i. **What is a forest?** A plant community dominated by trees.
- ii. **What is a treasure?** Something that is valuable to YOU.
- iii. **What do you think the term TREASURE forest means?** A managed forest that provides many benefits from the forest resources for today and tomorrow.
- iv. **Can you name some of the treasures found in the forest?** Wildflowers, wildlife, trees, clean water, clean air, etc.
  - 1. **NOTE: Sum up the answers to the questions listed above then go on to the rest of questions**
- v. **What is forestry?** The art, science, and practice of managing trees for wood products, jobs and career opportunities.
- vi. **What are forest resources?** Both living and non-living things found in nature that are seen as having some benefit. Examples include timer, wildlife, soil, minerals, water, air and scenic beauty.
  - 1. **NOTE: Use the key words to lead back to the discussion of treasures of the forest.**
- vii. **What does it mean to be a good steward of the land?** A person who shows responsible awareness and care of property and resources placed temporarily into one's possession or control and passes them on to the next user in as good as, or better condition.

## II. PRIVATE LANDOWNER

- a. **Explain why your private land is important to YOU, and how you practice multiple-use-management of your forestland. Examples might include timber, wildlife, recreation, etc.**
- b. **Lead discussion:** Ask questions listed below. Accept any answer from the floor and build discussion. Use the **WORDS TO KNOW** handout.
  - i. **What is a private landowner?** Land owned by families and individuals (non-government land).
  - ii. **What does multiple-use mean?** Many uses of the land. Examples: timber, wildlife, recreation, beauty, etc.
- c. **Do this:** Use slide of forest ownership
- d. **Say this:** *Over 72% of our state is covered with forestland. Families and individuals own  $\frac{3}{4}$  of Alabama's forestland.*
- e. **Do this:** Pick a few facts from below to discuss with the group.
  - i. *Forestland covers 23 million of Alabama's 32 million acres. This area is as big as the entire state of Indiana.*
  - ii. *Each year the average person uses forest products equal to the amount of wood in a 100-foot tree that is 1  $\frac{1}{2}$  feet in diameter. Alabama has over 4 million people. That means we require the equivalent of over 4 million trees of this size each year just to meet our needs for wood products.*
  - iii. *Many of the jobs in Alabama depend of the forests. There are over 1,000 companies in Alabama that make products from wood.*
- f. **Lead discussion:** Ask the question listed below and accept any answer from the floor and build discussion.
  - i. **How many different kinds of trees grow in Alabama?** 300; 23 species of Oak.



- g. **Say this:** *Trees are very valuable to each of us. How many items can you name in your classroom that come from trees? (Encourage students to identify wood objects in the room.)*
- h. **Do this:** Use a grab bag (prepared at home) filled with items that come from wood or wood products. Start with items used every day. Pull each item out one at a time. Ask students to guess if each item comes from wood products. Ask what part of the tree this product comes from. Continue to pull items. When you get to items that students wouldn't expect are made from wood, continue to ask students to guess if each item comes from wood products. Build discussion about how many ways we use wood or wood products every day.
- i. **Say this:** *As you can see, each of us uses wood and wood products every day. Could we live without trees? Whether we are private landowners or not, we depend on the forest in our daily lives. The people who do not own private forestland, whom perhaps live in the city, but depend on the forest are called stakeholders. Our next presenter is a stakeholder, and he/she is going to share with us how they benefit from the forest natural resources.*

### III. **STAKEHOLDER:**

- a. **NOTE:** Explain why the forestland is important to you. As an individual, you benefit from the forest in many ways. Examples are clean water, clean air, recreation, hunting, fishing,
- b. **Say this:** *I, like many of you, do not own forestland. I am a stakeholder. That means that I benefit from the forest in many ways, although I do not own forestland. I use wood and wood products in my daily living. I enjoy hunting, fishing, hiking, etc. Each of us must have clean air and clean water to survive. Did you know that clean air and clean water come from the forest?*
- c. **Lead discussion:** Ask the question listed below. Accept any answer from the floor and build discussion. Use the **WORDS TO KNOW** handout.
  - i. **What are natural benefits?** Benefits that occur in nature without our help.  
Examples: wildlife, wildflowers, trees, etc.
- d. **Say this:** *These benefits are easy to see. However, some natural benefits are not as noticeable, but can be even more important to us. Can you guess 2 of the hidden benefits of the forest that we must have to survive? CLEAN AIR AND CLEAN WATER*
- e. **Lead discussion:** Ask questions listed below. Accept any answer from the floor and build discussion.
  - i. **How does the forest provide clean water?** Trees help in the prevention of soil erosion from wind and water. Their roots help to stabilize the soil thereby reducing the amount of runoff surface soil into area streams. This helps keep our water clean.
  - ii. **How does the forest provide clean air?** Trees are nature's air conditioners. Trees remove carbon dioxide and produce oxygen.
- f. **Say this:** An acre of trees can grow about 2 tons of wood per year. This same acre removes 3 tons of carbon dioxide and produces 2 ½ tons of oxygen per year. A person uses less than 1 pound of oxygen per day- about 278 pounds per year. Every acre of forest produces enough oxygen for 18 people.

- g. **Lead discussion:** Ask questions listed below. Accept any answer from the floor and build discussion. Use the **WORDS TO KNOW** handout.
- i. **What does the word habitat mean?** A place that provides desired or necessary food, water, light, and cover requirements of a particular plant or animal species.
  - ii. **Does the forest provide habitat for wildlife?** Yes. Deer browse on fresh sprouts, birds build nests in debris. A clear-cut is also a habitat for birds, insects, and reptiles. Ask how else does a forest provide habitats for wildlife.
- h. **Say this:** *The forest is home to a wide variety of animals. It provides wildlife with most of the things necessary for survival: food, cover, and sometimes water.*
- i. **Say this:** *Do humans need a habitat? US a house or an apartment a habitat? Living in a forest is like living in an apartment building. The forest is made of many different levels or layers, just as an apartment is made of many floors. A forest has different animals and plants that live on each level in the same way that there are different people who live on the various floors of an apartment building. If you lived in an apartment, which floor would you like to live on? Why?*
- j. **Do this:** Show **Forest Layers** slide on the projector.
- k. **Say this:** *Every forest has different layers or floors. The 4 basic levels from bottom to top are (1) **Forest Floor**, (2) **Understory**, (3) **Canopy**, and (4) **Emergent**.*
- l. **Lead discussion:** Use the facts listed below to stimulate discussion.
- i. The first layer is the **forest floor**. The forest floor serves as the wastebasket for the upper strata. It is covered with animal droppings, leaves, and dead animals and plants. Earthworms, fungi, insects and countless bacteria and other microscopic life live on the forest floor. Small, soft-stemmed plants, such as ferns, grasses, and wild flowers also make up the forest floor. This layer receives limited sunlight, yet even in forests with dense tree layers enough sunlight reaches the ground to support some herb growth. The animal life of the herb layer includes small animals such as insects, mice and snakes, and large animals such as bears, deer and wolves.
  - ii. The second layer is the **understory**. The understory layer consists partially of shrubs, which are woody plants which have more than one stem. Many birds and insects live in this layer. It also can consist of small trees, some of which, like Dogwoods, will never grow tall enough to get out of this layer. Some are younger versions of the trees which compromise the next two layers waiting to grow taller. Shorter trees that grow beneath the canopy also help to form the understory. The understory provides sufficient food, as well as shelter, for many kinds of forest animals.
  - iii. The third layer is the **canopy**. The tops of the tallest trees in the forest make up the canopy. This layer receives full sunlight. This layer produces more food than any other layer. Many climbing and flying animals live in the canopy, where they can find plenty of food.
  - iv. The fourth layer is the **emergent** layer. Only a few very tall trees break through the canopy into the emergent layer. These trees can be as tall as skyscrapers. The tops of the trees are shaped like umbrellas and they grow on long, thin

trunks. These trees get the most sunlight but also have to put up with the hot sun and strong winds. Because these trees are out in the open, they often have thick, waxy leaves that protect them from the sun and the wind. Harpy Eagles and other birds live in the emergent layer. There are also many different kinds of butterflies and insects. Many of these animals are also found in the canopy of the rainforest. The birds and insects are important because they help pollinate the rainforest plants.

- v. Each layer of the forest provides places for animals to nest, feed, and carry out their other activities. While most animal species may feel comfortable moving throughout the various levels of the forest, others have evolved over time and adapted to a particular niche in only one of the forest layers.
- m. **Lead discussion:** Ask questions listed below. Accept any answers from the floor and build discussion. Use the **WORDS TO KNOW** handout.
  - i. **What is recreation?** Doing on participating in activities for fun or enjoyment.
  - ii. **What is aesthetic value?** Beautification, pretty scenery.
- n. **Say this:** *Forests provide us with places to camp and hike. Forests help keep the streams clean so that we can enjoy fishing and canoeing. Forests provide pretty scenery for use to see and enjoy.*
- o. **Lead discussion:** Ask questions listed below. Accept any answer from the floor and build discussion.
  - i. **What is Conservation?** Planned management and the sustainable use of renewable natural resources, as well as the wise use of all natural resources. (Refer to the WORDS TO KNOW handout.)
- p. **Say this:** *Each and every one of us are responsible for conservation and wise use of our natural resources. It is our responsibility to learn and share with others.*

## ***Classroom in the Forest: Forest in the Classroom***

### **Activity Sheet**

**Goal:** To increase the student's understanding and appreciation of the importance of forests to Alabama's environment and economy AND the role that private landowners play in protecting and improving that forestland.

**Did you know that...** Alabama is blessed with an abundance of diverse forestland. These forests, almost all of which are privately owned, are important in many ways. They provide many of the things we need every day, including products, jobs, recreational opportunities, and many environmental benefits. The great number of private landowners, their different reasons for owning the land and the different ways they manage it contribute to the diverse forest and habitat types we have in Alabama.

#### ***Discussion Questions:***

- ⬆ What is a forest?
- ⬆ What is a treasure?
- ⬆ What is a treasure forest?
- ⬆ Can you name some of the treasures found in the forest?
- ⬆ What is forestry?
- ⬆ What are forest natural resources?
- ⬆ What does it mean to be a steward of the land?
- ⬆ What is a private landowner?
- ⬆ What does multiple-use mean?

## FOREST JEOPARDY

**Say this:** *We have learned some very interesting facts about the forest and our forest's natural resources. Now it is the time to show off how much you remember. We are going to play FOREST JEOPARDY.*

**Do this:**

- Designate a judge, score keeper, and a reader (resource team members).
- Divide the participants into two groups (boys and girls or sides of the room).
- Have participants select a group spokesperson

**Explain Rules:**

1. Only one person can give the answer (the group Spokesperson).
2. The group that raises their hand first gets to answer (Judge determines who gets to answer).
3. Each correct answer adds 10 points (Score Keeper keeps score).
4. Each incorrect answer deducts 10 points.
5. To break a tie, ask an additional question that is worth enough points to break the tie.

**Play the Jeopardy Game**

1. ***What is a forest?*** A plant community dominated by trees.
2. ***Name 2 hidden benefits of our forest.*** Clean air and clean water.
3. ***Name the four layers of the forest.*** Forest floor, understory, canopy, emergent.
4. ***In which layer of the forest do many species of birds build their nests?*** Canopy or emergent.
5. ***How much of Alabama is covered with forestland?*** 2/3
6. ***Who owns most of the forestland in Alabama?*** Private Landowners
7. ***How much of Alabama's forestland is owned by private landowners?*** ¾
8. ***What does it mean to be a good steward of the land?*** A person who shows responsible awareness and care of property and resources placed temporarily into one's possession or control and passed on to the next user in as good as or better condition.
9. ***How many different kinds of trees grow in Alabama?*** 300
10. ***What does habitat mean?*** A place that provides desired or necessary food, water, light, and cover requirements of a particular plant or animal species.

## WRAP-UP

**Say this:** *We have had a great time in your classroom today. I hope that we have left you with a feeling of pride and respect for the forestland in Alabama and a true sense of appreciation for the private landowner. The forest is important to each of us. As good stewards of the land, we must take personal responsibility for the care of our forest natural resources and pass these resources on to the next user in as good as or better condition. We must demonstrate a healthy respect for the forestland and the private forest landowner.*

*The Alabama TREASURE Forest Association would like to invite your class to be members of the Alabama TREASURE Forest Association. Membership for one year is at no cost to your class. That means that your class will be receiving the TREASURE forest Magazine, Treasure Trove, and other information regarding ATFA.*

*In addition, the Alabama TREASURE Forest Association would like to leave each class a poster that serves as a reminder of the GOLDEN RULE.*

*Once again, thank you for having us in your class today. We have had a great time.*

**Do this:** Hand the classroom teacher a TREASURE Forest brochure, and ask him/her to fill out the information. Ask her to use the school address. Take the completed form with you. Remind the teacher that one-year membership to ATFA is free.

- **Extra Activities:**
  - Treasure Forest Jumble
  - Treasure Forest Puzzle
  - Tree Squares
- **Handouts:**
  - What are trees used for? #1
  - Animal Tracks #2
  - Tree Squares #3

**Note:** Leave extra activities and handouts with teacher.



## ***CLASSROOM IN THE FOREST: FOREST IN THE CLASSROOM™ ACTIVITY SHEET***

**GOAL:** To increase the participant's understanding and appreciation of the importance of private land ownership, and the role private landowners play in the economic and environmental future of Alabama.

**DID YOU KNOW THAT:** Alabama is blessed with an abundance of diverse forestland. These forests, almost all of which are privately owner, are important to us in many ways. They provide a large portion of the items we use every day- forest products, jobs for people, recreational opportunities, and a great variety of environmental benefits. Private landowners and the TREASURE Forest program have helped to make Alabama's forest the environmental and economic success story that it is today through active management of all the forest resources.

### **DISCUSSION QUESTIONS:**

- What is a forest?
- What is a treasure?
- What is a treasure forest?
- Can you name some of the treasures found in the forest?
- What is forestry?
- What are forest natural resources?
- What does it mean to be a steward of the land?
- What is a private landowner?
- What does multiple-use mean?

## WORDS TO KNOW:

- **Aesthetic Value:** visual beauty, pretty scenery, and beautification.
- **Conservation:** planned management and the sustainable use of renewable natural resources; also wise use of natural resources
- **Diverse:** a wide variety
- **Forest:** a plant community dominated by trees
- **Forest Ecosystems:** an ecosystem is an interacting community of biological organisms and nonliving components of a particular environment. A forest is one type of ecosystem. Oceans, deserts, savannahs and tundras are other broad examples of ecosystems.
- **Forest Natural Resources:** both living and non-living things of nature that are seen as having some benefit to people. Examples include timber, wildlife, soil, minerals, water, air and scenic beauty.
- **Forest Succession:** the predictable pattern by which the forest changes is called succession. This term refers to the continuous development and replacement of plant and animal species as a forest matures.
- **Forestry:** the art, science, and practice of managing trees, conserving forests and forest lands for the continuous use of their resources
- **Good Steward of the Land:** a person who shows responsible awareness and care of property and resources placed temporarily into one's possession or control and passed on to the next user in as good as or better condition.
- **Habitat:** a place that provides desired or necessary food, water, light, and cover requirements of a particular plant or animal species.
- **Multiple-use:** many uses of the land. Examples: timber, wildlife, recreation, beauty, etc.
- **Private land owners:** land owned by families and individuals (non-government land).
- **Recreation:** doing activities and being involved in something for pure enjoyment.
- **Resource Providers:** agencies or organizations that provide education or services to the general public.
- **Stakeholder:** a buyer or user of goods or services of our natural resources.
- **Treasure:** something that is valuable to YOU.
- **Treasure Forest:** a managed forest that provides many benefits from the forest resources, today and tomorrow.
- **Wildlife:** animals that are self-sustained in nature and are not dependent on human contact and intervention.

## *Classroom in the Forest: Forest in the Classroom™*

**Did you know that ... Before?**

**Did you know that ... After?**

### **Matching:**

**Directions:** In the space provided place the number that matches the word in Column A with the correct definition from Column B.

#### **Column A**

#### **Column B**

(1) *Forestry*

\_\_\_\_\_ place that provides desired or necessary food water, light, and cover requirements of a particular plant or animal species.

(2) *Conservation*

\_\_\_\_\_ a person who shows responsible awareness and care of property and resources placed temporarily into one's possession or control and passed on to the next user in as good as, or better condition.

(3) *Multiple-use*

\_\_\_\_\_ planned management and the sustainable use of renewable natural resources; also wise use of natural resources.

(4) *Habitat*

\_\_\_\_\_ the art, science and practice of managing trees for wood products, jobs and career opportunities.

(5) *Recreation*

\_\_\_\_\_ land owned by families and individuals (non-government land).

(6) *Natural Resources*

\_\_\_\_\_ both living and non-living things of nature that are seen as having some benefit to people. Examples include timber, wildlife, soil, minerals, water and air and scenic beauty.

(7) *Private Landowners*

\_\_\_\_\_ many uses of the land. Examples: timber, wildlife, recreation, beauty, etc.

(8) *Steward of the Land*

\_\_\_\_\_ doing activities and being involved in something for the pure enjoyment.

## Multiple Choice:

*Directions:* Circle the letter of the correct choice.

9. *How much of the state of Alabama is covered in forestland?*

- a.)  $2/3$
- b.)  $3/4$
- c.)  $1/2$
- d.) None of the above

10. *What is a TRESURE Forest?*

- a.) Something that is valuable to YOU.
- b.) A managed forest that provides many benefits from the forest resources, today and tomorrow.
- c.) A plant community dominated by trees
- d.) All of the above.

11. *How much of the forestland in Alabama is owned by private landowners?*

- a.)  $2/3$
- b.)  $3/4$
- c.)  $1/2$
- d.) None of the above.

12. *What does Multiple-use mean?*

- a.) A plant community dominated by trees.
- b.) A buyer or user of goods or services of our natural resources.
- c.) Many uses of the land. Examples: timber wildlife, recreation, beauty, etc.
- d.) None of the above.

**Circle your response.**

**13. *Private landowners play an important role in the multi-use management of our natural resources.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**14. *If no one lives in the forest I can leave my trash on the ground.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**15. *I enjoy trips to the forest.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**16. *It is my responsibility to be a good stewardship of our forest natural resources.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**17. *Private landowners do not play an important role in the multi-use management of our natural resources.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**18. *It's O.K. to cut down trees.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**19. *The forest does not provide many job opportunities.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**20. *The forest is important to me in my daily life.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**21. *It is not good for forests to be owned by private individuals.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**22. *The forest provides many job opportunities.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**23. *Forests are not good places to go for recreation.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**24. *It is good for forests to be owned by private individuals.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**25. *It is not my responsibility to be a good stewardship of our forest natural resources.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**26. *Forests are good places to go for recreation.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**27. *I do not enjoy trips to the forest.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**28. *It is not O.K. to cut down trees.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**29. *The forest is not important to me in my daily life.***

Strongly Agree      Agree      Disagree      Strongly Disagree



***Classroom in the Forest: Forest in the Classroom™***

**Did you know that ... Before?**

**Did you know that ... After?**

**Matching:**

**Directions:** In the space provided place the number that matches the word in Column A with the correct definition from Column B.

**Column A**

**Column B**

(1) *Forestry*

4 place that provides desired or necessary food water, light, and cover requirements of a particular plant or animal species.

(2) *Conservation*

8 a person who shows responsible awareness and care of property and resources placed temporarily into one's possession or control and passed on to the next user in as good as, or better condition.

(3) *Multiple-use*

2 planned management and the sustainable use of renewable natural resources; also wise use of natural resources.

(4) *Habitat*

1 the art, science and practice of managing trees for wood products, jobs and career opportunities.

(5) *Recreation*

7 land owned by families and individuals (non-government land).

(6) *Natural Resources*

6 both living and non-living things of nature that are seen as having some benefit to people. Examples include timber, wildlife, soil, minerals, water and air and scenic beauty.

(7) *Private Landowners*

3 many uses of the land. Examples: timber, wildlife, recreation, beauty, etc.

(8) *Steward of the Land*

5 doing activities and being involved in something for the pure enjoyment.

## Multiple Choice:

*Directions:* Circle the letter of the correct choice.

9. *How much of the state of Alabama is covered in forestland?*

**a.) 2/3**

b.) 3/4

c.) 1/2

d.) None of the above

10. *What is a TRESURE Forest?*

a.) Something that is valuable to YOU.

b.) A managed forest that provides many benefits from the forest resources, today and tomorrow.

c.) A plant community dominated by trees

**d.) All of the above.**

11. *How much of the forestland in Alabama is owned by private landowners?*

a.) 2/3

**b.) 3/4**

c.) 1/2

d.) None of the above.

12. *What does Multiple-use mean?*

a.) A plant community dominated by trees.

b.) A buyer or user of goods or services of our natural resources.

**c.) Many uses of the land. Examples: timber wildlife, recreation, beauty, etc.**

d.) None of the above.

**Circle your response. (ANSWERS WILL VARY)**

**13. *Private landowners play an important role in the multi-use management of our natural resources.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**14. *If no one lives in the forest I can leave my trash on the ground.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**15. *I enjoy trips to the forest.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**16. *It is my responsibility to be a good stewardship of our forest natural resources.***

Strongly Agree      Agree      Disagree      Strongly Disagree

**17. *Private landowners do not play an important role in the multi-use management of our natural resources.***

Strongly Agree      Agree      Disagree      Strongly Disagree

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## Puzzle

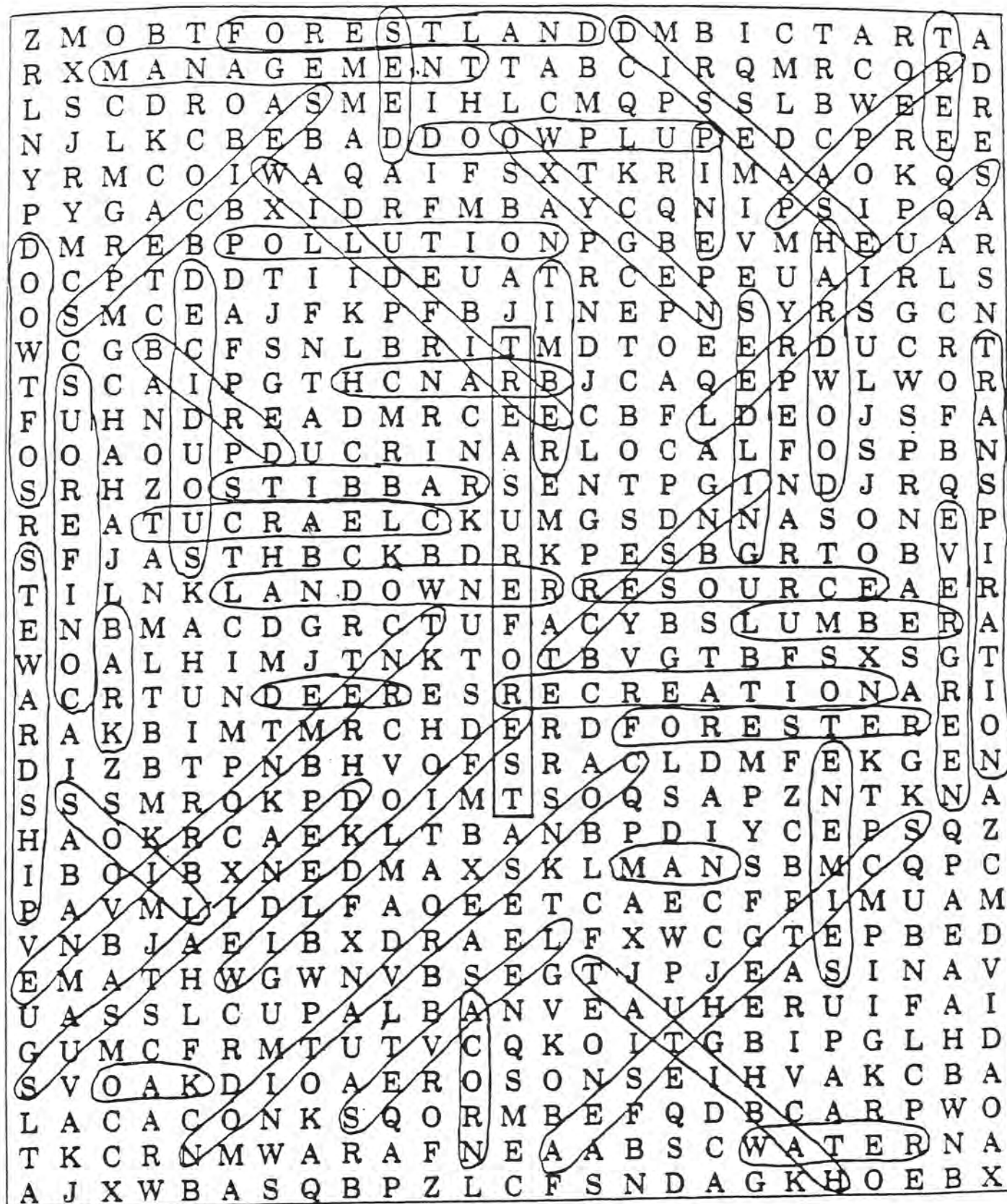
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L	S	C	D	R	O	A	S	M	E	I	H	L	C	M	Q	P	S	S	L	B	W	E	E	R
N	J	L	K	C	B	E	B	A	D	D	O	O	W	P	L	U	P	E	D	C	P	R	E	E
Y	R	M	C	O	I	W	A	Q	A	I	F	S	X	T	K	R	I	M	A	A	O	K	Q	S
P	Y	G	A	C	B	X	I	D	R	F	M	B	A	Y	C	Q	N	I	P	S	I	P	Q	A
D	M	R	E	B	P	O	L	L	U	T	I	O	N	P	G	B	E	V	M	H	E	U	A	R
O	C	P	T	D	D	T	I	I	D	E	U	A	T	R	C	E	P	E	U	A	I	R	L	S
O	S	M	C	E	A	J	F	K	P	F	B	J	I	N	E	P	N	S	Y	R	S	G	C	N
W	C	G	B	C	F	S	N	L	B	R	I	T	M	D	T	O	E	E	R	D	U	C	R	T
T	S	C	A	I	P	G	T	H	C	N	A	R	B	J	C	A	Q	E	P	W	L	W	O	R
F	U	H	N	D	R	E	A	D	M	R	C	E	E	C	B	F	L	D	E	O	J	S	F	A
O	O	A	O	U	P	D	U	C	R	I	N	A	R	L	O	C	A	L	F	O	S	P	B	N
S	R	H	Z	O	S	T	I	B	B	A	R	S	E	N	T	P	G	I	N	D	J	R	Q	S
R	E	A	T	U	C	R	A	E	L	C	K	U	M	G	S	D	N	N	A	S	O	N	E	P
S	F	J	A	S	T	H	B	C	K	B	D	R	K	P	E	S	B	G	R	T	O	B	V	I
T	I	L	N	K	L	A	N	D	O	W	N	E	R	R	E	S	O	U	R	C	E	A	E	R
E	N	B	M	A	C	D	G	R	C	T	U	F	A	C	Y	B	S	L	U	M	B	E	R	A
W	O	A	L	H	I	M	J	T	N	K	T	O	T	B	V	G	T	B	F	S	X	S	G	T
A	C	R	T	U	N	D	E	E	R	E	S	R	E	C	R	E	A	T	I	O	N	A	R	I
R	A	K	B	I	M	T	M	R	C	H	D	E	R	D	F	O	R	E	S	T	E	R	E	O
D	I	Z	B	T	P	N	B	H	V	O	F	S	R	A	C	L	D	M	F	E	K	G	E	N
S	S	S	M	R	O	K	P	D	O	I	M	T	S	O	Q	S	A	P	Z	N	T	K	N	A
H	A	O	K	R	C	A	E	K	L	T	B	A	N	B	P	D	I	Y	C	E	P	S	Q	Z
I	B	O	I	B	X	N	E	D	M	A	X	S	K	L	M	A	N	S	B	M	C	Q	P	C
P	A	V	M	L	I	D	L	F	A	O	E	E	T	C	A	E	C	F	F	I	M	U	A	M
V	N	B	J	A	E	I	B	X	D	R	A	E	L	F	X	W	C	G	T	E	P	B	E	D
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G	U	M	C	F	R	M	T	U	T	V	C	Q	K	O	I	T	G	B	I	P	G	L	H	D
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L	A	C	A	C	O	N	K	S	Q	O	R	M	B	E	F	Q	D	B	C	A	R	P	W	O
T	K	C	R	N	M	W	A	R	A	F	N	E	A	A	B	S	C	W	A	T	E	R	N	A
A	J	X	W	B	A	S	Q	B	P	Z	L	C	F	S	N	D	A	G	K	H	O	E	B	X

## TREASURE Forest Puzzle

wildlife	enemies
deer	leaves
squirrel	pine
water	wildfire
timber	forestland
recreation	habitat
environment	evergreen
aesthetics	conservation
sustained	deciduous
resource	clearcut
management	seedling
landowner	pollution
tree	transpiration
branch	softwood
hardwood	seed
coniferous	stewardship
acorn	oak
pulpwood	species
paper	oxygen
lumber	man
bark	soil
bird	disease
insect	forest
rabbits	



## Puzzle Key



# TREASURE Forest Jumble

Rearrange the letters to form the correct forestry terms:

vnemiorment	_____	<input type="checkbox"/>	_____
tbahait	_____	<input type="checkbox"/>	_____
rwdadoho	_____	<input type="checkbox"/>	_____
tvcsonrieano	_____	<input type="checkbox"/>	_____
fsroet	<input type="checkbox"/>	_____	_____
ncoe	_____	<input type="checkbox"/>	_____
sscpeie	<input type="checkbox"/>	_____	_____
trbmie	<input type="checkbox"/>	_____	_____
tnoitvgeae	_____	<input type="checkbox"/>	_____
eret	_____	<input type="checkbox"/>	_____
fieldwli	_____	<input type="checkbox"/>	_____
ehtsaecits	_____	_____	<input type="checkbox"/>
dilfwrie	_____	_____	<input type="checkbox"/>
swdotfoo	<input type="checkbox"/>	_____	_____
nipe	_____	<input type="checkbox"/>	_____
legsnedi	_____	<input type="checkbox"/>	_____
kao	_____	<input type="checkbox"/>	_____
tlpnuoloi	_____	<input type="checkbox"/>	_____
ranoectrie	_____	_____	<input type="checkbox"/>
etwar	_____	<input type="checkbox"/>	_____
dbri	_____	<input type="checkbox"/>	_____
fldrwoiel	_____	_____	<input type="checkbox"/>
ykruet	_____	<input type="checkbox"/>	_____
ihsf	_____	<input type="checkbox"/>	_____

Rearrange the letters that appear in the squares to complete the phrase below:

"A \_\_\_\_\_ more than \_\_\_\_\_," \_\_\_\_\_  
 a \_\_\_\_\_!"

## KEY

### ❧ TREASURE Forest Jumble ❧

The key to this exercise is as follows:

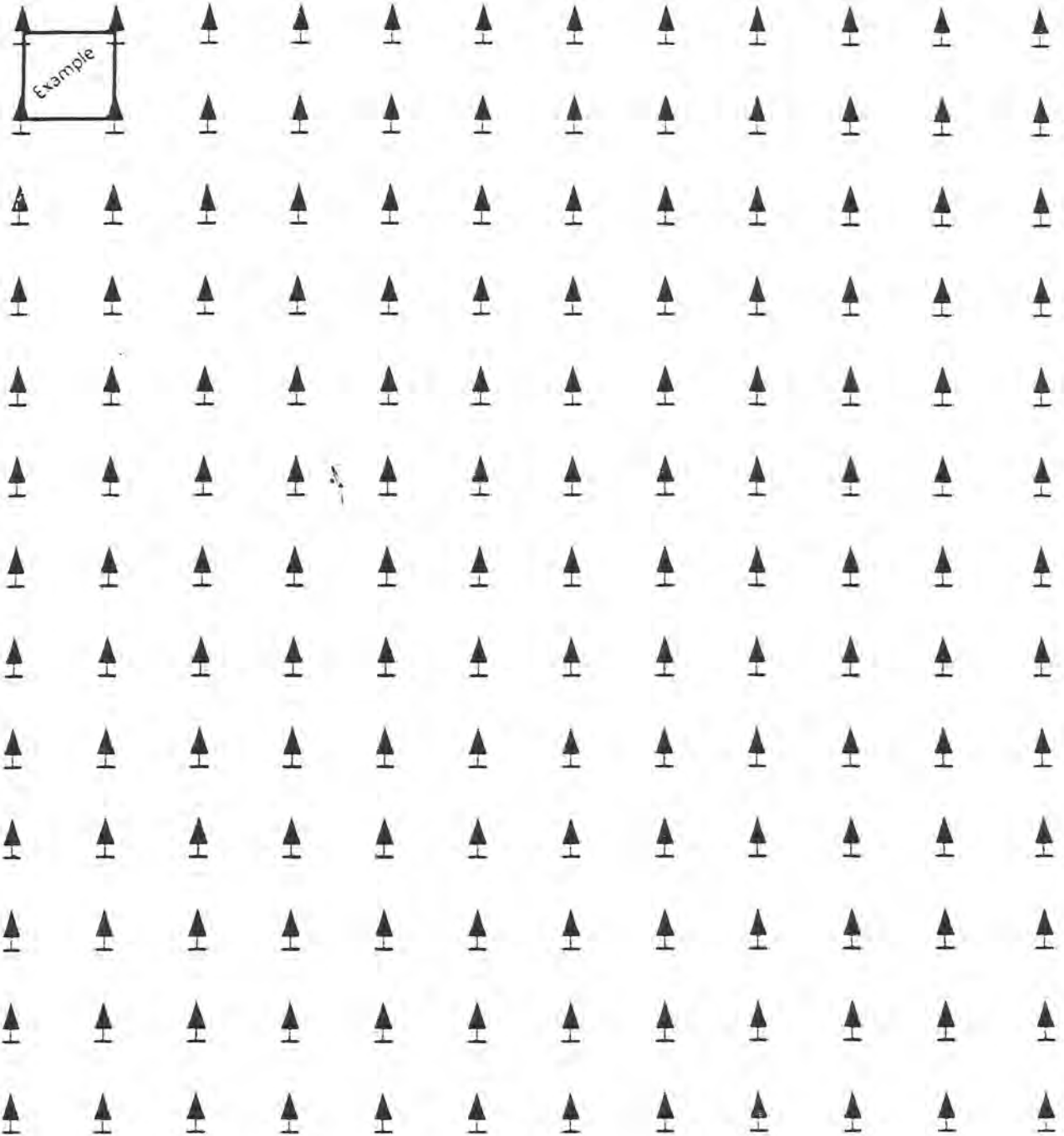
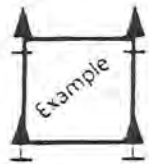
environment	wildfire
habitat	softwood
hardwood	pine
conservation	seedling
forest	oak
cone	pollution
species	recreation
timber	water
vegetation	bird
tree	wildflower
wildlife	turkey
aesthetics	fish

(Completed phrase)

"A forest is more than trees, it's a TREASURE!"

# Tree Squares

Each player takes a turn connecting two trees, either horizontally or vertically. The player drawing the last line forming a square puts his or her initials inside the square. When all trees are connected, the player with the most squares wins.



## **Oh Deer!**

### **(Adaptation from Project WILD Activity)**

#### **Objectives**

Participants will be able to:

- Identify and describe food, water and shelter as the three essential components of habitat
- Recognize the importance of good habitat for animals
- Define “limiting factors” and give examples
- Recognize that some fluctuations in wildlife populations are natural as ecological systems undergo change
- Select data, record observations and predict possible outcomes

#### **Background**

A variety of factors affect the ability of wildlife to reproduce successfully and to maintain their populations over time. The most fundamental necessities of life for any animal are food, water, shelter and space in a suitable arrangement. Without these essential components, animals cannot survive. Wildlife populations are not static. They continuously fluctuate in response to a variety of stimulating and limiting factors. The private landowner plays a significant role in the management of wildlife populations in Alabama. Often times, TREASURE Forest landowners have wildlife management as one of their top priorities in the multiple-use management of their forests.

#### **Materials**

All that is needed is a large, flat area, either indoors or outdoors, which provides the students room to run.

#### **Procedure**

1. Review the essential components of habitat with participants: food, water, shelter. Explain that when one of these components is not present in an adequate amount it becomes a limiting factor.
2. Have the participants count off in fours. Have all the ones stand together. Have the twos, threes and fours go to another area and spread out. Have the ones form a line facing the other groups.
3. Demonstrate signs that the deer are to use to ask for food, water and shelter.
  - To ask for food, the deer will clamp its hands over its stomach.
  - To ask for water, the deer will put its hands over its mouth.
  - To ask for shelter, the deer will put its hands over its head.
4. The twos, threes and fours are habitat components. They use the same signs to identify what habitat component they will represent.
5. Have the ones turn around so they are not facing the habitat components.
6. Ask the deer to choose which component they need right now and each habitat component to choose whether they are food, water or shelter. Have the participants make the sign of the habitat component they need or represent.
7. When the facilitator counts to three, all of the deer turn around to face the habitat components. Each group continues to hold their component signs. When the deer sees the component it needs, they run to it and take that habitat component back to the deer side.
8. You as a facilitator keep track of how many deer there are at the beginning of each round, and at the end of each round record the number of deer.

9. At the end of the first round, encourage the participants to talk about what they experienced and saw. For example:
  - a. Did the population of deer change?
  - b. Did each deer find what it was looking for?
  - c. Did the number of deer increase, decrease, or stay the same?
  - d. What component of habitat, if any, was not found in adequate amounts? (limiting factors)
  - e. Ask them to describe what life would be like for those deer that did not have enough food, water, and shelter.
  - f. Ask participants to predict what is going to happen in the next round.
10. Continue through round 2. At the end of this round, ask the participants to describe what they experienced and saw. Repeat the questions listed above and again ask them what they predict will happen in the next round.
11. Repeat the process until the participants have an understanding of what is happening.
12. In closing, gather the participants together to discuss the activity. Encourage them to talk about what they saw and experienced.
  - a. What do all animals need to survive?
  - b. What are some of the "limiting factors" that affect the survival of the deer? (water, food, shelter)
  - c. Are wildlife populations the same or do they tend to change as a part of an overall "balance of nature?"
  - d. Is nature always kind?
  - e. What part do humans play in protecting wildlife populations?
  - f. Point out that the Department of Alabama Wildlife and Fresh Water Fisheries make laws to manage wildlife populations to prosper.
  - g. Point out that private landowners, often times, have wildlife management as one of their priorities in the multiple-use management of forest natural resources.
  - h. Point out that it is always important to be a good steward of the land to respect the private landowner.



## FLAG-A-TREE

### **Objectives**

Participants will be able to:

- identify trees that should be removed from the forest
- recognize the importance of keeping the forest healthy
- define “dominant, co-dominant, suppressed and Wolf Trees” and be able to pick out examples of each in the forest
- recognize a healthy tree and unhealthy tree
- explain why young vigorous growing trees consume more carbon dioxide from the atmosphere and produce more oxygen
- select a tree or trees in the forest that should be removed to benefit the forest

### **Background**

There are a variety of reasons why foresters and landowners choose to cut trees. Diseased trees need to be removed to protect the remaining forest from infestation. In order to efficiently manage a forest the slower growing trees need to be removed to make room for the healthy vigorously growing trees. The growth of a forest slows when it is overcrowded and tends to invite problems such as insects and disease.

### **Materials**

Roll of flagging and an area with trees.

### **Procedure**

- 1) Review the reasons trees are selected to be cut from a forest.
  - a. Disease
  - b. Insect infestation
  - c. Suppressed, slow growing trees
  - d. Large Wolf trees that take up more space than their benefits warrant
- 2) As you walk down a path, point out trees that man needs to cut and explain the reasons why. Encourage questions and give students a chance to answer.
- 3) Give each student or pair of students flagging. Make sure flagging is long enough to tie around the stem of a tree (3-4 feet).
- 4) Designate an area. Ask participants to scatter around the designated area and choose a tree or trees that should be removed. Instruct the participants to tie their flagging around the tree and be prepared to explain to the group why they chose that tree.
  - a. Allow 10-15 minutes for participants to select and flag trees
- 5) Give each participant an opportunity to explain why he or she chose that tree.
  - a. NOTE: There are no wrong answers. Use this as an opportunity to discuss why we cut trees.

# All Things Need Space

## **Objectives**

Participants will be able to:

- Identify a common sense approach to forestry
- Recognize the importance of space as it relates to forestry
- Recognize the importance of harvesting trees to maintain forest health
- Recognize the importance of harvesting trees to provide resources for the landowners
- Recognize the importance of harvesting trees to provide resources for society

## **Background**

Obviously, a forest cannot exist without trees. However, harvesting of trees is necessary to maintaining a forest. All living things, including trees, must have adequate space, oxygen, water and sunlight.

## **Materials**

An outdoors area

## **Procedure**

- 1) Draw a circle in the dirt. Size of the circle is determined by size of group.
- 2) Have the participants pretend to be trees. Fill the circle with participants one at a time, reminding them that they are part of the TREASURE Forest.
- 3) As participants fill the circle, ask them the following questions:
  - a. How do you feel?
  - b. Do you have enough space?
  - c. How good does the forest look to you?
- 4) Eventually the forest will become crowded. Once all the participants are in the circle and overcrowded, begin selectively harvesting the trees (Ask participants to step out of the circle).
- 5) Explain to the participants that they may be harvested to make paper, be a fence post, or be a house. Ask the participants for suggestions for products that they might become.
- 6) Once you have removed enough participants to have a well-spaced forest, ask the participants again how they feel. Show them how beautiful and healthy the forest is and remind them that there are many reasons to selectively harvest trees from the forest.

# Nobody Lives Here, Why Does It Matter?

## Objectives

Participants will be able to:

- Recognize the importance of private land ownership
- Recognize the importance of asking permission to use
- Show awareness and care of property and leave it in as good, or better condition
- Identify evidence of living things

## Say This

*Often times people forget, or do not understand, that seemingly empty property is full of living things, and that this property belongs to someone. We have a responsibility to be good stewards of the land, ask permission to use private property, and leave property in as good as, or better condition when they leave.*

## Materials

An outdoors area, paper and pencils, clipboard

## Procedure

- 1) Divide the participants into groups of three or four. Encourage the participants to select a Recorder, Spokesperson, and Time Keeper.
- 2) Give each group a pencil, paper, and clipboard.
- 3) Designate an appropriate area for an evidence hunt and send the participants in search of living things (people, plants, trees, insects, animals). Have them make a list of everything they hear, see, touch, or smell, which is evidence of living things. Instruct them to keep quiet about their finds.
- 4) Give the participants 15-20 minutes for the evidence hunt then bring the group together.
- 5) Instruct the spokesperson to read the list of evidence. If another group has the same evidence, mark it off the list. Continue marking off until one group has evidence listed that no other group has. The group with the most evidence, that no other group has, is the winner.

## Wrap Up

- 1) Is there any such thing as property that does not belong to someone? **NO**
- 2) What must we have before we go onto someone's private property? **PERMISSION**
- 3) Is it ever okay to go on private property without permission? **NO**
- 4) Is it ever okay to dump trash on someone's private property? **NO**
- 5) Do we have a job to do when we visit a private property of TREASURE Forest? **Yes. Take care and do not litter.**

\*Remind the children that we must be good stewards on the land and leave the land in as good or better condition than when we found it.



# Trees

- What are trees used for? The story of trees is incomplete without a list of some of their uses. The forest and products of the forest are often separate in the minds of people because once the tree has changed its shape; few people remember its previous form.

The tree may be used as solid wood, fibers, chemicals, lignin (nature's glue that holds wood fiber together) or fillers and bases for various day-to-day items. Here are a few things made using trees:

Fuel	Algicides	Record covers	Hair spray
Rayon	Disposable medical clothing	Award certificates	Liquid fingernail polish
Cellophane	Diapers	Waste receptacles	Laxatives
Acetate	Railroad ties	Masking tape	Fruits
Photographic film	Power poles	Fiber tubes	Nuts
Newspaper	Pallets	Shelf paper	Linoleum
Alcohol	Acetic acid	Vacuum bags	Medicated hog feed
Wax for carbon paper & polishes	Acetone	Flypaper	Fish food
Spacecraft reentry shields	Flagpoles	Gangplanks	Trellises
Book paper	Steering wheels	Pontoons	Buckets surveyor stakes
Pencils	Clocks	Sewing machine cabinets	World globes
Telephone casings	Rakes	Stirrups	Atlases
Football helmets	Swings	Rafts	Maps
Roofs	Barrels	Eyeglass frames	Poultry houses
Piano keys	Charcoal	Corks	Kennels
Ping pong balls	Wine racks	Guitars	Novelties
Fishing floats & tackle	Fire ladders	Metronomes	Taffy sticks
Lacquer	Umbrella handles	Tambourines	Snow fences
Flashlight cases	Rubber tires	Name tags	Parking tickets
Washing machine impellers	Foam rubber	Movies	Cement dispensers
Camera cases	Antifoaming agents	Parallel bars	Flooring
Artificial snow	Enamel and wood stain	Polo mallets	Kitchen cabinets
Toilet seats adhesives leather tanning	Particle board	Decoys	Gunstocks
Medicine	Plywood	Snowshoes	School desks
Poultry feed	Panelboard	Candlesticks	Darning eggs
Artificial vanilla flavoring	Hardboard	Hockey sticks	Knife handles
vinegar	Lumber	Basketball courts	Golf club heads
Cosmetics	Cider	Cribs	Bowling alley lanes
Oil well drilling compounds	Stationery	Shade	Grocery sacks
Fertilizer	Skis	Toothpicks	Milk containers
Gummed tape	Decorative paneling	Humidors	Egg cartons
Baking cups	Wood house foundations	Art pens	Buttons
Water treatment desk pads	Gift boxes	Easels	Oxygen
Adhesive in plaster	Candy boxes	Harnesses	Magazines
Insecticides	Chocolate cups	Fence posts	Bowling pins
Activated carbon	Industrial toweling	Fencing	Ashtray holders
Ceramics	Price tags	Shuttles & pickers sticks for fabric weaving	Photographic slides
Sausage casings	Tax forms	Insoles for shoes	Boats
Asbestos replacement	Environmental impact statements	Heels for shoes	Canoes
Fungicides	Beer cartons & labels	Facial tissues	Automobile instrument panels
Cleaning compounds	Restaurant doilies	Bath tissues	Draperies
	Garment bags	Paper towels	Bedspreads
			Stadium seats

Trailers	Aircraft propellers	Seedling pots	Work benches
Mobile homes	Caskers	Epoxy resins	Scythes
Croquet balls & mallets	Elevator cabs	Auto body undercoating	Corn cribs
Cutting boards	Shoe trees	Varnish	Barns
Billiard tables	Boot jacks	Putty	Sheds
Pool cues	Napkins	Caulking compounds	Greenhouses
Diving boards	Paper plates	Christmas trees	Picture frames
Jigsaw puzzles	Paper cups	Oil & gas well fracturing	Blackboards
Toys	Lobster pots	Garden & marking stakes	Telephones
Birdhouses	Lobster floats	Soaps	Electrical receptacles
Creosote	Bookends	Alcohol	Cooking utensils
Turpentine	Oars	Sawhorses	Cooking pot handles
Chewing gum	Paddles	Bibles	Casters
Shipyard timbers	Roof gutters	Church pews	Cider presses
Docks & dolphins	Apartment houses	Altars	Vacation cottages
Doors	Postage stamps	Crosses	Exercise boards
Mirror backs	Hurdles	Hymnals	Window screen frames
Cable reels	Horse jumps	Rosary beads	Board pieces
Ceiling timbers	Sandboxes	Agricultural chemicals	Stage sets
Schools	Crepe paper	Safety & wooden matches	Stables
Signs	Confetti	Luggage cattle feed	Art pads
Baseboards	Gun racks	Gardening bark chips	Dollhouses
Moldings	Kegs	Ammunition	Plaques
Fireplaces	Salad sets	Cattle & hog troughs	Windbreaks
Display cases	Salt & pepper cellars	Feed bins	Yardsticks
Axe handles	Bridges	Handrails	Game pieces & cartons
Broom handles	Tent poles	Bar tops	Maple syrup clipboards
Fruit & vegetable crates	Yeast	Lighting fixtures	Sailboats
Pulpits	Chairs	Organs & pianos	Yachts
Podiums	Tables	Violins	Cruise ship decks
Hi-fi cabinets & speakers	Desks	Drums	Garden furniture
Railroad crossing guards	Bookcases	Harmonicas	Carpeting
Wagons	Jewelry	Tripods	Wall curvings
Wagon tongues	Models <sup>1</sup>	Rulers	Totem poles
Manure spreaders	Industrial patterns	Curtain rods	Race track fencing
Cistern covers	Toboggans	Frozen food packages	Incense
Trunks	Sleds	Corrugated cardboard boxes	Decorative baskets
Riot sticks	Arrows	Adding machine paper	Fuel for fireplaces
Carpenter vises	Park benches	Javelins	Playing cards
Crutches	Window frames	Baseball bats	Photographs
Lading platforms	Shutters	Tennis racquets	Hammers
Shovel handles	Beauty & wildlife	Gavels	Furniture
Cranberry scoops	Golf tees	Goal posts	Crayons
Can labels	Log houses	Medical stretchers	Shoe polish
Billboard posters	Diplomas	Concrete forming	Fireworks
Rolling pins	Asphalt	Stairways	Waxes
Clothes racks	Windmills	Beds	Greases
Pipes	Hand cleaners	TV trays	Dyes
Mouse traps	Lubricants	Sleighs	Perfume
Venetian blinds	Printing ink	Map tubes	Ointments
Planters	Paint remover	Kites	Insulation
Lacrosse rackets	Pine oil disinfectant	Bowsprits	Imitation leather
Freight cars	Waterproofing	Boomkins	Suntan lotion
Observation towers	Tar remover	Yardarms	Shingles
Bread wrappers	Roofing compound	Masts	Artificial hair bristles
Nitrating pulp for artillery	Paint	Statuary	Construction paper
Fine printing papers	Telephone books	Coasters	Bedding for animals
			Patterns



## NAME THAT TRACK

**DIRECTIONS:** Examine the tracks made by these animals. Can you match the names with the tracks?



## Handout #2

### NAME THAT TRACK

Beaver

Bighorn Sheep

Black Bear

Cottontail Rabbit

Cougar

Gray Squirrel

Kangaroo Rat

Moose

Opossum

Porcupine

Raccoon

Red Fox

Striped Skunk

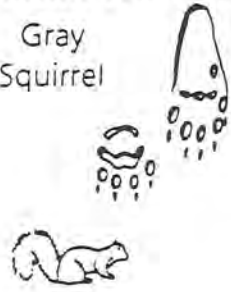
Weasel

White-tailed Deer

# NAME THAT TRACK

**DIRECTIONS:** Examine the tracks made by these animals. Can you match the names with the tracks?

Gray Squirrel



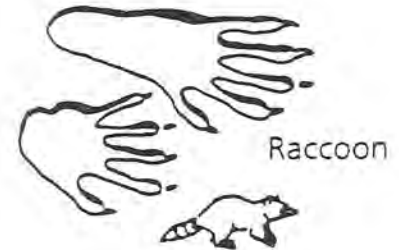
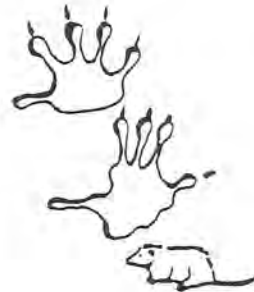
Striped Skunk



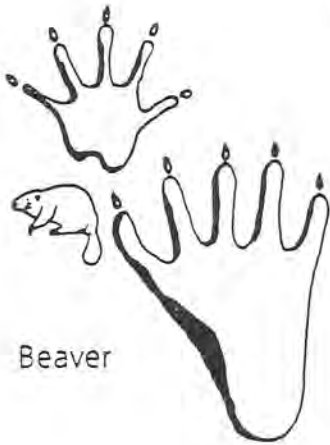
Cottontail Rabbit



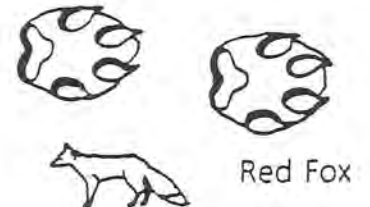
Opossum



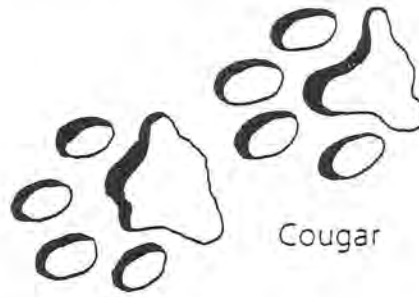
Beaver



Porcupine

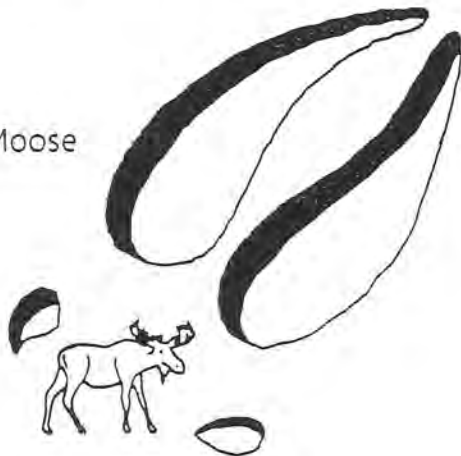


Bighorn Sheep



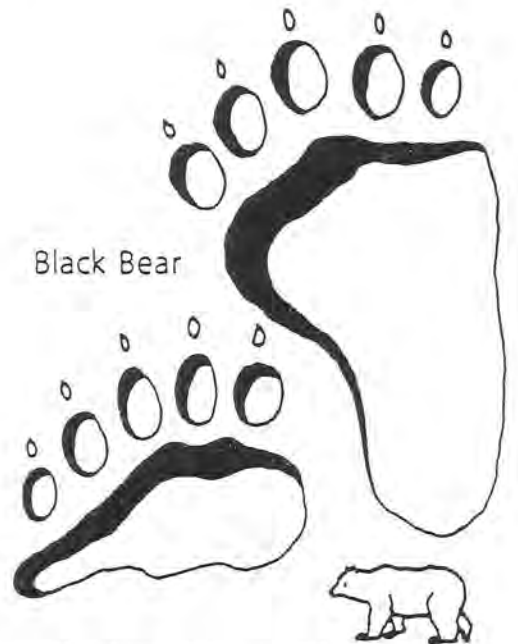
Cougar

Moose



White-tailed Deer

Black Bear

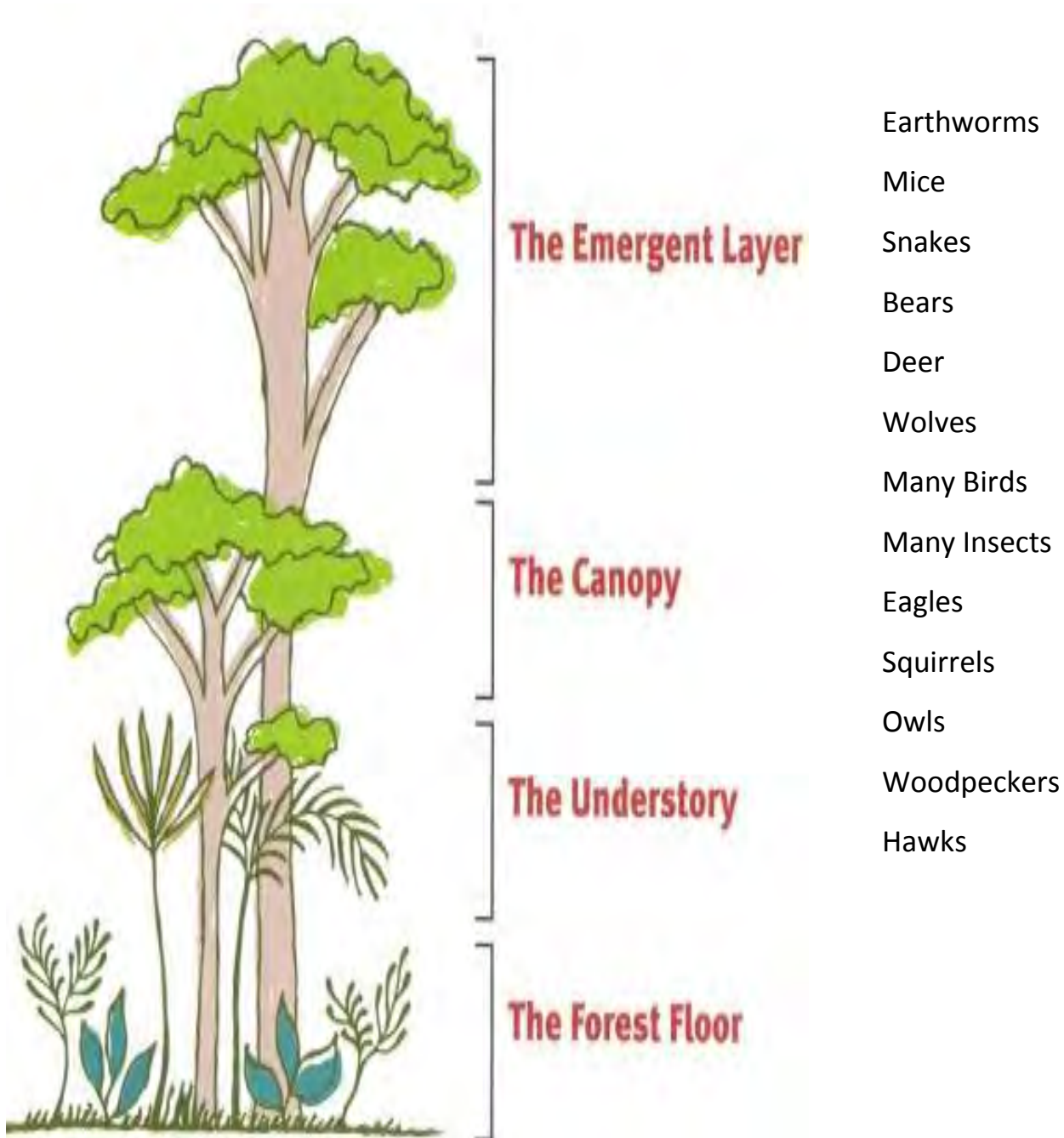




## THE FOREST APARTMENT

There are four layers of the forest: the Forest Floor, the Understory, the Canopy, and the Emergent layer. Each layer provides places for animals to nest, feed, and carry out their other activities.

Below is a diagram representing the levels of the forest. Draw a line to the correct level where these animals would be found in the forest.



## THE FOREST APARTMENT KEY

Earthworms: 1<sup>st</sup>

Mice: 1<sup>st</sup>

Snakes: 1<sup>st</sup>

Bears: 1<sup>st</sup>

Deer: 1<sup>st</sup>

Wolves: 1<sup>st</sup>

Many Birds: 2<sup>nd</sup>

Many Insects: 2<sup>nd</sup>

Eagles: 4<sup>th</sup>

Squirrels: 3<sup>rd</sup>

Owls: 3<sup>rd</sup>

Woodpeckers: 3<sup>rd</sup>

Hawks: 4<sup>th</sup>

## SAMPLE INTRODUCTION LETTER

Today's date

To Fifth Grade Teachers:

***Classroom in the Forest: Forest in the Classroom* is coming to your area soon!** Please find enclosed a brochure regarding *Classroom in the Forest: Forest in the Classroom*. This brochure gives a brief overview of this project. Additional information can be found at [www.TREASUREforest.org](http://www.TREASUREforest.org).

*Classroom in the Forest: Forest in the Classroom* is in its (Number) year in (Your) county, and we need your help to insure its continued success. On (Month) (Date), a Volunteer Resource Team will be available to present *Classroom in the Forest: Forest in the Classroom* to your fifth grade class. Then in (Month) (Year), your class will be invited to participate in a forest field trip to a TREASURE forest. **Call (Your Name) at (555) 867-5309 to schedule your class for a *Classroom in the Forest: Forest in the Classroom* presentation.** Call soon, space is limited. Please take advantage of this great opportunity.

The Volunteer Resource Team Training Sessions are scheduled for (Month) (Day) (Time). Please share this information with anyone who would be interested in attending. The Volunteer Resource Team will consist of three people: (1) a private landowner, (2) a resource provider, (3) and stakeholders, such as ATFA members, retired persons, parents, and other interested persons.

We are very excited about *Classroom in the Forest: Forest in the Classroom*. I look forward to seeing you and your fifth grade class in (Month). Together, we can make a difference in the lives of the youth of (Your) county.

Sincerely,

(Your name)

Enclosure

## SAMPLE SCHEDULING LETTER

Today's date

Teacher Name

School Name

City Name, Alabama

Dear (Teacher's Name):

The best part of *Classroom in the Forest: Forest in the Classroom* is here! It is time to plan our field trip. Please find enclosed a (Month) calendar with available TREASURE forest field trip dates, as well as the TREASURE forest that your class has been invited to visit. The approximate mileage from your school to the TREASURE forest is (Mileage).

Please list below your top three best dates, the best time for you to leave your school and return to your school, how many children will be attending, and how many adults will be attending. You may (fax, email, etc.) this information to (fax number, email address, etc.). I encourage you to make your reservations as soon as possible. The dates will fill up quickly. Once the calendar has been set, I will send you a confirmation.

---

**Top three dates:** \_\_\_\_\_

**Best time to leave school:** \_\_\_\_\_

**Best time to return to school:** \_\_\_\_\_

**Number of children attending:** \_\_\_\_\_

**Number of adults attending:** \_\_\_\_\_

Sincerely,

(Your name)

## SAMPLE CONFIRMATION LETTER

Today's date

School Name

City, Alabama

Dear (Teacher's Name):

**Please find enclosed your confirmation for your *Classroom in the Forest: Forest in the Classroom* field trip. If there are any changes or if you need to cancel, please give me a call at (555) 867-5309 as soon as possible.**

Also, please find enclosed directions to the TREASURE forest as well as a health card. Each child participating **MUST** have a completed health form.

Things to remember:

- Completed health form
- Lunch and a cold drink
- Comfortable clothes and shoes for hiking (Closed-toe shoes; no sandals)
- A good attitude

I am really looking forward to our *Classroom in the Forest: Forest in the Classroom* field trip. We will have an opportunity to discover all the treasures that can be found in the forest. We are going to have a great time!

I look forward to seeing you soon. Together, we can make a difference in the lives of the youth of (Your) county.

Sincerely,

(Your name)

Enclosures

# ***Classroom in the Forest: Forest in the Classroom***

## **Field Trip Confirmation**

Teacher Name

School

Address

City, State Zip

Date: \_\_\_\_\_

Forest: Name; Location

Directions:

Best time to leave school: \_\_\_\_\_

Best time to return to school: \_\_\_\_\_

Number of children attending: \_\_\_\_\_

Number of adults attending: \_\_\_\_\_