



# Forestry Helper's Guide

## Forestry Group Activities

Grades 3-12

Name \_\_\_\_\_

County \_\_\_\_\_



REVIEWED & RECOMMENDED  
National 4-H Curriculum





# Note to the Forestry Project Helper



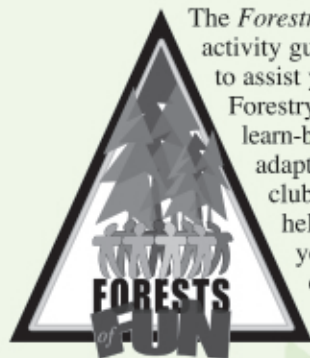
Welcome to the *Forests of Fun* Forestry series. As a helper and mentor, you are in a key position to support the positive growth and development of youth. This curriculum provides opportunities for you and youth to develop caring relationships as well as a life-long appreciation for Forestry.

Your interest, enthusiasm and, most importantly, your time will be key ingredients to positive and successful experiences. With your guidance and support, youth will set goals and challenge themselves to work through the activities in this series. It will be a journey into the world of Forestry that everyone will enjoy.

## Your Role

- ➊ Become familiar with the material in the three Forestry activity guides and this *Forestry Project Helper's Guide*.
- ➋ Support youth in their efforts to set goals and complete the activities.
- ➌ Date and initial the activities on the Achievement Program as the youth complete them.
- ➍ Help the youth know themselves, including their strengths and weaknesses.
- ➎ Incorporate the use of the experiential learning cycle in all learning experiences.
- ➏ Evaluate the impact of the activities on youth

## The Forests of Fun Forestry Series



The *Forestry Project Helper's Guide* is an activity guide designed for the project helper to assist youth in discovering more about Forestry. The Helper's Guide provides learn-by-doing activities that can be adapted to 4-H Forestry project groups, clubs or other groups. You'll also find helpful hints about characteristics of youth, life skill development, teaching experientially, project meeting ideas and resources for organizing a community Forestry program.

The Forestry series also includes three youth activity guides: Forestry 1 *Follow the Path*, Forestry 2 *Reach for the Canopy* and Forestry 3 *Explore the Deep Woods*. The three youth guides have been designed for grades 3–5, 6–8 and 9–12, respectively, but may be used by youth in any grade based on their forestry project skills, experience and interest.



The activities in all four guides are designed so the young person has an opportunity to learn by doing before being told or shown how. Your role as helper is to "take a back seat" while the youth explore the activities and learn from the experiences, even when something doesn't work the first time the way you might think it should. You can help with the learning most effectively by listening as the young person considers the questions and draws conclusions. At times the activity may call for you to be a resource person for content or other ideas.

Each activity is divided into the following sections:

**Take a Hike!** gives the youth direction for completing the activity.

**Tall Tree Tales** asks youth to share their experience by recording brief answers to questions and sharing these with the project helper. The questions help youth process the experience through the five important steps of the experiential learning cycle shown on page 5.



Youth share what they did in the activity.



Youth answer questions about important aspects of the experience and the life skill practiced while doing the activity.



Youth relate the experience to everyday experiences or other similar experiences in their own lives.



Youth tell how they could use the experience or build from this experience to another experience.

**Branching Out** includes additional activities the youth may choose to do to expand the experience. These activities may be used to complete the Achievement Program for this level. Also included in most activities are additional resources such as **Budding Knowledge** and **Forest Factoids** that support the subject matter of the activity.

*Good luck in your  
role as Project Helper.*

For more on Forestry look for  
other guides in this series.

### Follow the Path

#### Chapter 1: Know Your Trees

Talking Trunks  
Leafing Out  
Meet "Your Highness"  
Hold On Tight!

#### Chapter 2: Know Your Forests

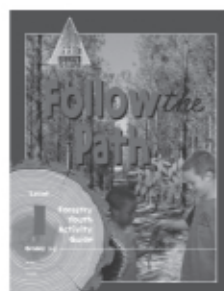
Home, Tree, Home  
Bark Buddies  
Straight and Tall  
In the Tree's House

#### Chapter 3: Forests Have Needs

Down in the Dirt  
Thirsty Trees  
Spotlight: Trees  
Makin' Maps

#### Chapter 4: People Need Forests

Where's the Water?  
My Couch Is a Tree?  
Fun in the Forest  
Trees at Work



Level 1  
BU-08038

### Reach for the Canopy

#### Chapter 1: Meet the Trees

Water on the Move  
The Leaf Machine  
Tick, Tock, Tick, Tock  
Dead Ringer

#### Chapter 2: Know Your Forests

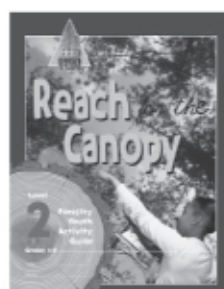
My State Forests  
Ch-ch-ch-changes  
A Home in the Trees  
Forest Invasion

#### Chapter 3: Forests Have Needs

Someone Call a (Tree) Doctor!  
Stop Bugging Me!  
Fire in the Forest  
Move Over, Please!

#### Chapter 4: People Need Forests

Growing Every Day  
Breathing Easier  
City Trees



Level 2  
BU-08039

### Explore the Deep Woods

#### Chapter 1: Meet the Trees

Key That Tree!  
Winter Trees  
Fruity Finds  
A Leafy Heritage

#### Chapter 2: Know Your Forests

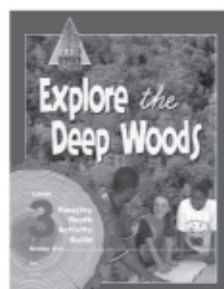
Turn Left at the Tree  
A World of Forests  
Foreign Forests

#### Chapter 3: Forests Have Needs

City Trees  
It's a Bird, It's a Plane, It's Super-Tree!  
Recycle Me, Please  
Trim the Trees

#### Chapter 4: People Need Forests

Wanted: Forest Owners  
Anyone Need a Tree?  
Houses & Chairs Are Harvested  
My Boss Is a Tree



Level 3  
BU-08040

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# Forestry Helper's Guide

## CONTENTS

Note to the Project Helper	Inside Front Cover
Contents	1

### Chapter 1: Planning for Success

Steps to a Successful 4-H Forestry Program	2
Evaluating Your 4-H Forestry Program	3
Ages and Stages of Youth Development	4
Teaching and Learning Experientially	5
Developing Skills for a Lifetime	6
Forestry Project Achievement Certificate	7

### Chapter 2: Fun with Forestry

Let's Make Plans	8
Playing Birch Bingo	10
Conducting a Forestry Quiz Bowl	12
Forestry A to Z	14
Conducting a Mini 4-H Forestry Invitational	16

### Chapter 3: Budding Knowledge

Fun with Forestry Pyramid	18
Forestry Glossary Games	20
Raising Christmas Trees	22

### Chapter 4: Tall Tree Tales

Finding Your Way	24
A Crowded House	26
Piney Woods Squares	28
What Kind of Tree Is This?	30

Forests of Fun Answer Key	32
Forestry Meeting Ideas	34
Scope and Sequence	35
Evaluating the Impact	36





## Planning for Success

# Steps to a Successful Forestry Program

### 1 Identify a key leader or leaders in your county.

Every county has some people who are interested in forestry and willing to share their interest with kids. The challenge is to locate people who have contacts in the forestry community and are willing to assist in putting the program together by providing leadership, even if they will not be involved in teaching the young people directly.

Recruitment is a continuous process. Use contacts in the community to identify prospects and make the community aware of your need for volunteers. Develop a plan for recruitment that includes individual contacts; programs for groups (forestry clubs and service groups are a great place to start); brochures; posters and newspaper articles can also assist in recruitment of potential volunteers.

### 2 Identify a group of potentially interested persons in cooperation with your key leader(s).

Look outside the current 4-H leadership as well as within it. Seek to identify a group of people who are willing to work with the program in some capacity. Note that you will need fund-raisers and organizers as well as active helpers with a variety of skills. Look for people with an interest and a willingness to put kids first.

### 3 Invite the group of potential leaders to an initial meeting to discuss organizing a Forestry group in your county.

Lay out the program and its objectives and note that it will not be a success without a dedicated corps of volunteers who are willing to work at it. Cover the program content, objectives and role in youth development. Cautiously cover any county rules and regulations, particularly with a group of about-to-be recruited leaders. Have them sign up as county volunteers before starting to work with the program.

### 4 Meet with the people who want to form a county leadership team and are willing to be equipped to implement the program.

Meet to form a preliminary plan and to determine who and how many will attend a workshop to learn how to teach their interests to kids in an effective manner. Note that having this training provides some protection from liability as well as helping them to determine what to teach and what to leave out for kids at various stages of development. Re-emphasize the youth development nature of the program.

### 5 Develop the necessary support for the program: human, financial and material.

Dream big while having a firm grip on reality. It may take several years to get the program running at the level all parties desire. Knowing that something positive is happening while the ultimate plan is being developed helps the participants to continue in spite of frustrations.

### 6 Set the plan in motion by recruiting leaders and youth.

Recruitment is seldom a problem for the forestry program. Nearly every forester would like to share his or her passion with kids, and nearly every kid will find something to like about the program.

Developing a volunteer position description is a starting point for more adult involvement. Some key considerations include:

- ☞ Is the task reasonable?
- ☞ Are the responsibilities clear and understandable?
- ☞ How long will the volunteer experience last?
- ☞ What qualifications are needed?
- ☞ Who will provide supervision, feedback and input?

### 7 Draw advanced youth into the program as junior or teen leaders.

Kids leading kids works! It is also a progression in responsibility that will aid in the development, satisfaction, and long-term participation of older, more experienced young people. Put them to work and watch the program grow!

### 8 Promote and market the program throughout the county.

Check the Forestry Project Meeting Ideas listed on page 34 for ways to promote the program. Helpful marketing tools include displays, a web page, place mats, hats, badges, pins, metals, posters, pictures, buttons, T-shirts and videos.

Any goals you set should be realistic; balancing what you ideally want to accomplish against what is possible. It's important to aim high while respecting real limitations of time, resources, and factors beyond your control. The goals must be in step with the mission of the organization and the effort is valid only if it advances that mission. Knowing what you want provides direction for your marketing effort and the development of your marketing plan.

### 9 Make safety a priority.

Provide families with guidelines for participation. All members and their families should receive a printed list of rules to guide their participation in your Forestry group. Some of these guidelines may include expected behavior, personal items they are expected to bring, things you will provide (i.e., list of participants with phone numbers, first aid kit, how you will handle situations like severe weather), and your goals for the group.

Establish safety procedures during activities. You should have a standing set of safety guidelines for your activities and forestry outings including off-limit areas, wildlife awareness and other rules appropriate to the type of activity your group is doing. These guidelines should be applied consistently so youth always know your expectations.



# Evaluating Your 4-H Forestry Program



deal youth programs seem to share several elements. Such programs are attractive to kids, parents and other volunteers. The leaders are well prepared, positive and understand the objectives of the program. They guide program direction, involving the participating young people in determining the exact nature and content. All participants strive to expand their interests, skills and competencies.

Youth development and the growth of their coping, competency and contributory skills are the foundation of the program. Those skills are integrated into a matrix with fun, pertinent, informative and positive activities valued by young people. Parents and older youth are actively involved and given increasingly responsible duties. Relationships are more important than skills, achievement or awards; and those who lead and guide the program ensure that the priorities remain in order. Finally, the groups are kept small with a high ratio of leaders or coaches to young people to facilitate building relationships, mentoring and role modeling.

The Center for Early Adolescence in North Carolina has identified seven developmental needs that appear to be central in the growth of 10- to 15-year-olds and provide a very useful checklist or framework for the analysis of youth programs. Programs for young people that have achieved national recognition have been shown to use these guidelines, either consciously or unconsciously. The best programs address a large number of needs. The Center for Early Adolescence defines a program as “good” as long as it meets at least four of these needs areas. Two of these, “Positive Social Interaction with Peers and Adults” and “Structure and Clear Limits,” are considered non-negotiable. “Excellent” programs take into account the other needs, although they may not meet them directly.

## Physical Activity

Because they are growing faster than any other time in their lives except infancy, young adolescents need to move. They will squirm and fidget when they do try to sit still. Not being active is often interpreted as boredom. Giving them active things to do and excusing their inability to sit still are ways of recognizing the need for physical activity.

## Competence and Achievement

Young adolescents have a strong desire to do things well and to be recognized for their accomplishments. They are very self-conscious, so rewards mean everything, and embarrassment and failure are devastating. Making success too difficult is a problem. Providing opportunities to achieve success, especially situations in which everyone can succeed in his or her own unique way, can help to meet this need.

## Self-Definition

Because of the rapid changes that characterize the teen years, young adolescents spend a good deal of time trying to figure out who they are. They need opportunities to explore being an adolescent instead of a child, belonging to the gender, race, ethnic group, or social category in which they fit, and what their new physical and mental abilities will allow them to do. Providing for the exploration of a variety of ideas, skills, crafts, volunteer activities, careers, and games will facilitate growth in this area and help young people avoid dangerous risk-taking as means of self-definition.

## Creative Expression

During adolescence, young people begin to identify what makes them unique as what an individual creates, whether it is written, played, grown, painted or performed. Although not all young people are artistic or musical, all young people can create something unique and special. Excellent youth programs help young people find that creative outlet in which each can shine.

## Positive Social Interactions with Peers and Adults

Most adults recognize and accept the fact that young people need to have positive interactions and friendships with other young people, but they are skeptical about young people's desires to be with adults. But young people themselves admit their parents, families, and other adults remain of primary importance in setting values and giving affection. The best programs offer accessible and responsible adults with whom the young people can interact, and they provide interaction with peers that is supportive and builds social skills.

## Structure and Clear Limits

Young people want to know what the expectations are for their behavior and what they may and may not do. If the structure is too loose, they will not know what to expect and will react out of a sense of insecurity. If the rules are clear, they may, and probably will, test them, but they want and expect consistent reinforcement of those rules. At this age, however, they want and can handle participation in defining those limits and setting the structure.

## Meaningful Participation

Good youth programs are designed WITH young people, not for them. As they near adulthood, the experience of taking responsibility for programs in which they participate helps to develop adult skills and increases commitment to the programs. In addition, young people at this age begin to develop heartfelt commitments to causes and social service. Although their commitments are likely to be short-term, allowing them a chance to participate meaningfully in their communities by doing social service projects, volunteering or serving on advisory boards will help both the adolescents and their communities.



# Ages and Stages of Youth Development



It is important to note that not all people develop in the same way at the same age. But there are certain patterns to youth development—certain “ages and stages” that are commonly experienced by most youth.

Grades 3–5	
Characteristics	Helper Tips
Learn best when physically active	Allow youth to participate in activities where they can use physical energy.
Have a special attachment to older youth	Allow youth to choose an older youth to be their helper and role model.
Are easily motivated	Use encouragement to keep them motivated.
Reading becomes an individual experience	Allow time for youth to read on their own and think of activities before working with others.
Attention span is about 45 minutes	Use varied activities to keep them interested.
Acceptance by peer group is important.	Use the peer group to recognize good work, such as applauding completed activities and avoiding put-downs.
Interests expand from home, to neighborhood, to community	Talk to youth about their friends and neighbors and what goes on in their community. Involve them in community service.
Enjoy both cooperation and competition	Plan activities so that sometimes youth work together, sometimes compete with each other.
Show independence by seeking individual attention and sometimes disrupting the group	Involve youth in selecting activities they would like. Give individual attention as needed.
Feelings of competence enhance self-concept	Provide activities that will let youth feel good about themselves and succeed. Recognize them for their accomplishments.
Show loyalty to members of their own sex and antagonism toward those of the opposite sex	Involve youth in choosing partners.
Grades 6–8	
Can take responsibility in planning and evaluating their own work	Give youth responsibility for group activities, including planning, implementing and evaluating.
Can plan their own social and recreational activity	Provide opportunities for youth to work together. Form committees to plan recreational and social activities.
Can discuss current events, international affairs and social issues with some help	Use discussion, activities and games that encourage awareness of current events and issues.
Want to make decisions but still depend on adult guidelines	Establish guidelines that give parameters for youth to follow.
Gain skills in social relations with peers and adults.	Provide activities which foster social interaction with peers and adults.
Peer pressure mounts, first from same sex, then from the opposite sex	Use peer pressure to influence positive behavior. Have group give encouragement to individuals.
Can be quite self-conscious	Avoid asking youth to share their work individually until they feel more comfortable with the group.
Strong emotional attachment to older youth and adults	Encourage youth to participate in activities with older youth and adults.
Choices are often unrealistic	Assist youth in making realistic choices. Review their plans, discuss alternatives and help them weigh options before making decisions.
Grades 9–12	
Personal philosophy begins to emerge	Use activities where youth search for experiences that will allow them to identify their own philosophies.
Enjoy discussing world situations as well as personal activities	Encourage discussion of events and feelings.
Abstract thinking and problem solving reach a higher level	Put youth into real-life problem solving situations.
Strong desire for status in peer groups	Develop a climate in which youth are encouraged and supported by peers.
High interest in social activity	Encourage youth to plan and carry out their own social activities.
Need freedom from parental control to make decisions	Help youth realize that their decisions have consequences.
Widespread feelings of inferiority and inadequacy	Encourage and help youth see their positive worth.



# Teaching and Learning Experientially



The 4-H Youth Development Program promotes the concept of learning-by-doing before being told or shown how. A five-step experiential process helps turn activities into learning experiences.

The experiential process of learning engages youth in the activity, encouraging them to think more, explore, question, make decisions and apply what they have learned. You will note that each of the activities follows the five-step model.

**“Experiential learning takes place when a person is involved in an activity, looks back and evaluates it, determines what was useful or important to remember and uses this information to perform another activity.”**

John Dewey

## Experiential Learning Model

### 1. Experience (Do)

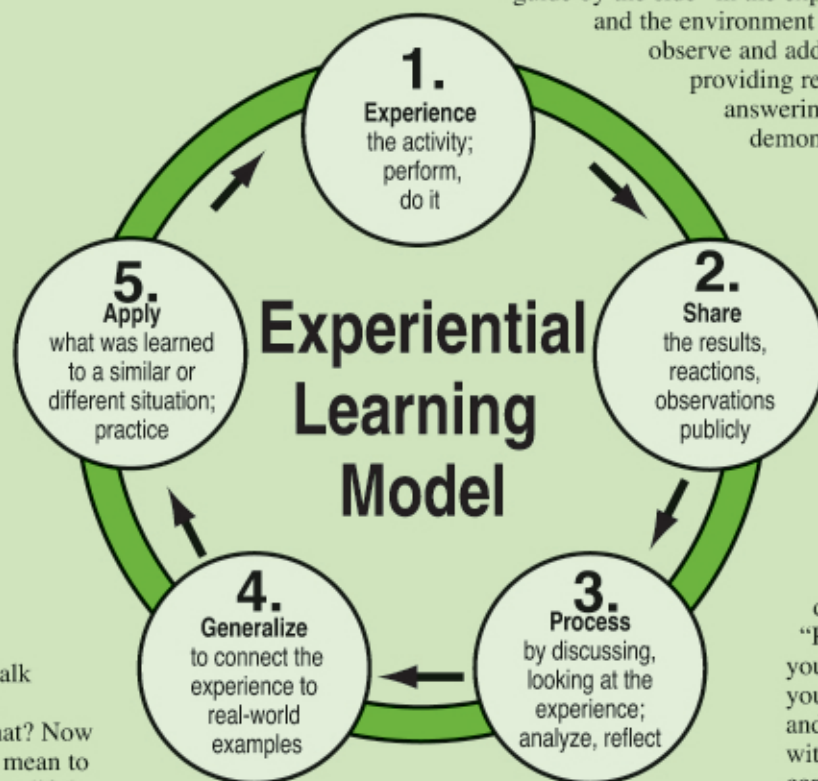
This is the “doing” part of the activity. It immediately focuses the attention to the youth rather than the helper. Encouraging the children to learn by doing before first being told or shown how presents opportunities for life skill development. You act as the facilitator or the “guide by the side” in the experience, providing structure and the environment for the youth to create. You observe and add value to the experience by providing resources, information and answering questions rather than first demonstrating or lecturing.

### 5. Apply

Youth can express what they really learned and how they can use what they learned in other areas. Or they can actually show that they have mastered a skill by performing another activity requiring use of a new skill.

### 4. Generalize

The “Apply” step is a time to talk with the youth. The discussion becomes more personal. So what? Now what? What did the discussion mean to me personally or to my everyday life? The subject matter alone could remain the focus of the discussion, but Forests of Fun encourages the process to include life skill development.



Pfeiffer, J.W., & Jones, J.E., "Reference Guide to Handbooks and Annuals" © 1983 John Wiley & Sons, Inc. Reprinted with permission of John Wiley & Sons, Inc.

### 2. Share (Reflect)

What happened in this experience? What did you do? What did it feel like to do this activity? These are “Reflect” questions to ask the youth. This is the time for the youth to generate information and share their observations with one another. Youth who contribute should feel their idea is important and valued. Encourage the youth to answer each other’s questions rather than you answering.

### 3. Process (Reflect)

What was most important about what you did? What did you learn? Common themes that emerge from the sharing discussions are further explored.



# Developing Skills for a Lifetime

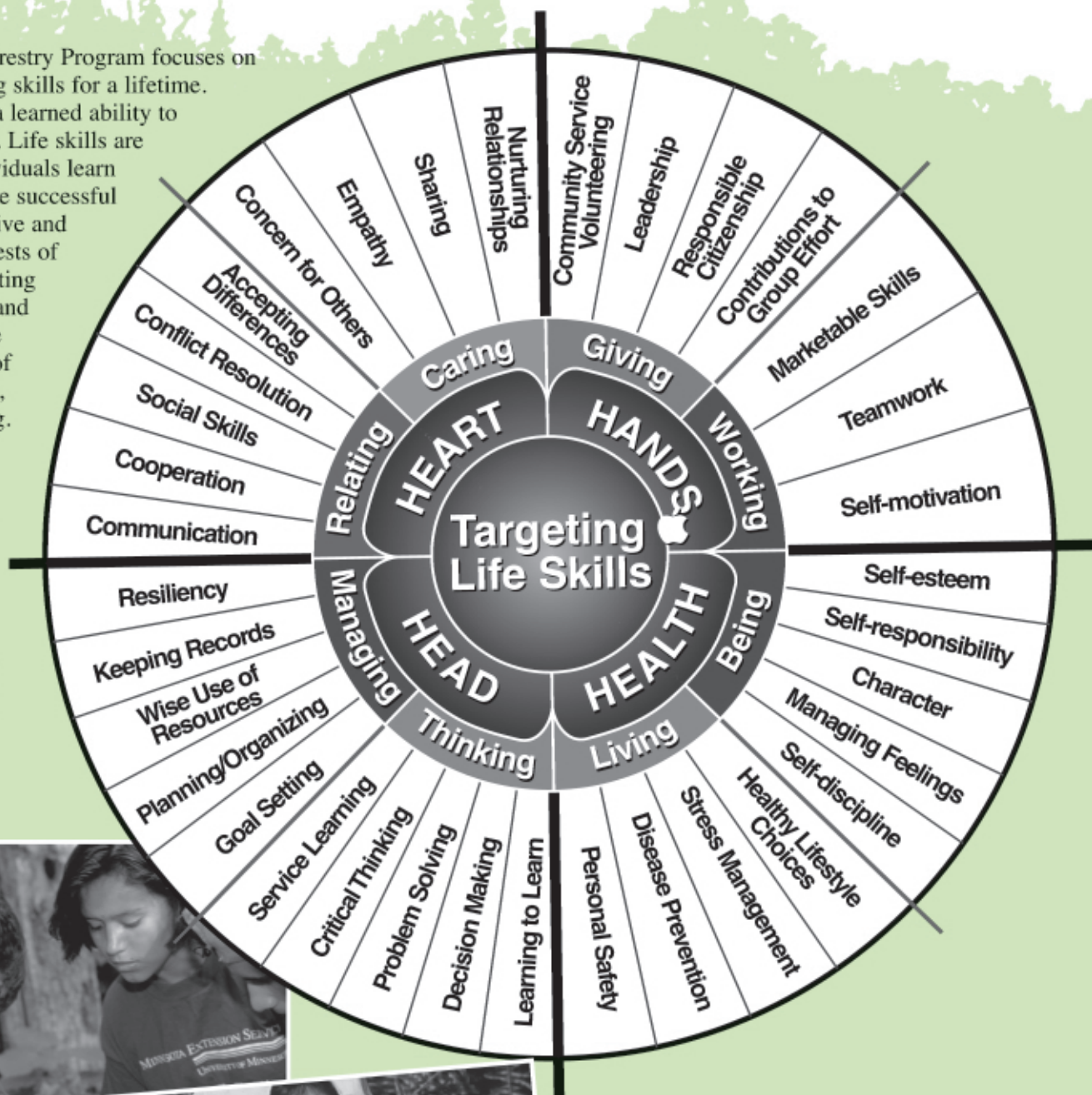


The 4-H Forestry Program focuses on developing skills for a lifetime.

A skill is a learned ability to

do something well. Life skills are activities that individuals learn that help them to be successful in living a productive and satisfying life. Forests of Fun uses the Targeting Life Skills Model and focuses on five life skills in the areas of Relating, Thinking, Being and Working.

Using the questions in Tall Tree Tales in each activity and checking the Success Indicator will help you assess if the youth are developing the life skill(s) for the activity.







# COMPLETION CERTIFICATE

I certify that

\_\_\_\_\_ has completed all requirements of the  
\_\_\_\_\_ Achievement Program  
in the Forests of Fun Series.

Helper's signature \_\_\_\_\_

Date \_\_\_\_\_





### Let's Make Plans

#### Forestry Skill:

Planning a forestry project yearly program

#### Life Skill:

Planning and organizing

#### Success Indicator:

Group plans a one-year program of group activities.

#### Time Involved:

One hour

#### Suggested Group Size:

10–50

#### Supplies:

Pencil, paper, flip chart or blackboard, poster paper, project achievement programs, literature, resource materials, project meeting idea list (page 34)



Forestry project meetings offer exciting settings for youth to develop both forestry and life skills. By participating in planning, youth develop an important life skill and become more personally involved in the group's activities. You'll find programs more closely meet the needs of youth when everyone participates in identifying what to do, when to do it, how to do it and who will do it.

This forestry activity has been designed to help your group plan its year's program to include five or more project activities. Helping a group plan a year's program or just one meeting takes a lot of patience and the ability to "sit on one's hands" while the members work together and practice important life skills.

### Prepare

Before the meeting you may want to talk to the parents to see what they feel their children need and how this program can help. This is also a good time to introduce the forestry project literature and the list of forestry project meeting ideas from page 34 to help them become better acquainted with the project.

### Take a Hike!

First ask everyone what the group's goals should be for the year. The process described here to determine what the activities should be can also be used to set goals. Then ask each person to write down ideas for project meetings and supporting activities (community service, subject activities, fun days, promotions, etc.). Sometimes youth can generate more ideas by working together in groups of two or three with one person writing down the ideas. Provide copies of the activity guides and the list of project meeting ideas.

Then have each person share his/her ideas in "round robin" fashion. One person shares an activity idea, then the next person and so on until all ideas have been given and recorded on a blackboard or a large sheet of paper. List the ideas quickly without discussion, comments or judgments. After all ideas are listed, provide time for the person who suggested the idea to clarify or explain it. Others can add support, questions or criticism. After a short discussion, move to the next idea.

From all the ideas generated and discussed (and possibly combined), have each individual rate the items in the order of preference on a separate sheet of paper. You may want to have participants indicate their top five, 10 or whatever choices.

If 10 choices are indicated, the top choice would receive a 10 and the last choice a one.

Read each idea and have all members give their rankings. Add up the numbers. Allow time to discuss the choices as they relate to the group's overall goals. From the decisions made, outline the list of topics for the year's program.

### Deciding Who Does What

Now that the group has decided what they want to do and learn, you will want to be sure everyone shares in the responsibility of seeing that it happens. Allow as many members (and families) as possible to have a specific job on the year's program. Recreation, demonstrations, community service, refreshments and hosting the main program are all possibilities. If the group is large, the team approach is encouraged.

### Completing the Program

Write an outline so everyone can see the plan taking shape. Here is an example of one possible format. After the program is completed, make copies for each family. You might include a list of everyone's name and phone number.

#### Forestry Project Group Calendar

Name of group \_\_\_\_\_

Name of leaders \_\_\_\_\_

Project group goals for the year \_\_\_\_\_

1. All members complete at least one-half of their achievement programs.
2. Practice the life skills of decision making and planning.
3. Involve each family in activities.

Meeting Date, Time & Place \_\_\_\_\_

Meeting Topic and Planned Activities \_\_\_\_\_

Who Is Responsible \_\_\_\_\_

What to Do Before Next Meeting \_\_\_\_\_

July 29

Smith

7:00 pm

Complete

Parts of a Tree

1. Recreation 2. Presentations 3. Refreshments

Junior Leaders

Wood Family—Collect three parts of a tree

**SAMPLE**





# Tall Tree Tales (Talk it over with your helper)



## Share

What did you learn about planning?

How do you feel about this planning session?



## Process

Why are decisions made through discussion often more accepted than those made by voting?

Why is it important for youth, parents and leaders to work together to plan activities?

What life skills did you practice when you planned?



## Generalize

How will this activity help you plan family experiences?

How will it help you plan in other areas of your life?



## Apply

How will the way you plan your week or year change as a result of this experience?

## Budding Knowledge



## Planning Tips

### Making a Lesson Plan

Individuals are constantly developing plans for various activities. Usually, however, these are mental plans. A shopping list, a "things to do list," and personal calendars or itineraries are all specialized forms of lesson plans.

What is our main purpose for creating these assorted lists? To stay organized, to get everything we need to do completed, to keep track of what we still need to do, to schedule our time, and to make time to do those things we want to do! Lesson plans serve the same type of functions for instructional situations.

The same type of planning process should be followed for individual lessons or meetings. Move from the general to the specific. For example:

- Purpose - Why are we having this meeting?
- Goals - What should the youth get from this meeting?
- Objectives - How will I know if he/she got it?
- Procedure - What steps need to be taken to reach the objectives?
- Materials/Resources - What things/people are needed for this?
- Evaluation - Did this activity work?

A lesson plan (in some format) should be developed for each and every club meeting, event, activity, field trip or experience. These plans can serve as "maps" to help instructors, club leaders and helpers get to where they and the group want to be.

The more time you spend planning, conducting and evaluating these experiences the better a "teacher" you will become. Remember that this program is based on the belief that experiential education is often the best type of learning. This is as true for leaders and teachers as for anyone else. You need to get the youth directly involved, learning by doing it!

### Planning a Group Meeting

Don't Forget

1. Remember what it was like to be a kid. Try to be back in touch with the feelings of kids. What is fun? What is exciting? What is interesting?
2. Make the time to plan for each experience, regardless of whether it is a meeting, forestry trip or individual lesson.
3. Plan for the individual member—consider who they are, what they are to learn, how best to help them experience the activity, and evaluate if things went as well as they could have.

## Branching Out

1. Promote your group in the community by doing one of the activities listed on page 34.
2. Organize another forestry club in the community.



# Playing Birch Bingo

## Forestry Skill:

Learning forestry terms

## Life Skill:

Leading self and others

## Success Indicator:

Plans and conducts BIRCH Bingo.

## Time Involved:

60 minutes

## Suggested Group Size:

3–10

## Supplies:

BIRCH Bingo cards, beans or coins, terms and definitions, pencils or pens



The forestry project includes many new terms for the group members to know and understand. Project quiz bowls, identification contests, forestry pyramids and skillathons are all more exciting when key terms are a part of the youth's vocabulary. By planning and conducting this activity, youth will also practice leadership skills as they build their forestry vocabulary.

## Prepare

Appoint a youth planning committee to organize and conduct the game. BIRCH Bingo requires the same setup as regular Bingo. Ask each participant to write 10 forestry related terms and definitions on a piece of paper. This will provide questions for BIRCH Bingo and help each person learn new terms. The words and definitions in the Tree Talk glossary sections of each youth activity guide will provide a start. Ideas for categories include wood products, types of trees, equipment and tree parts. One way to prepare the cards is to list all the terms to be used and ask the youth to prepare one or more BIRCH Bingo cards using the terms provided.

When all cards have been prepared, scramble them and pass them out along with a supply of beans or something similar to cover the terms when called.

## Take a Hike!

Someone reads a definition (not the term), and the players figure out if they have the term on their cards that corresponds to the definition. When a bingo is achieved, the player responds with "Timber." The card is then checked. After a couple of games, the youth who says "Timber" will give the definition of each of the four or five words that make up the bingo. Discuss any words that were not understood after each bingo. This game can be easily adjusted for age and skill levels. The activity Fun with Forestry Pyramid includes over 40 additional categories that could be used in BIRCH Bingo.

<b>B</b> Wood Products	<b>I</b> Trees	<b>R</b> Equipment	<b>C</b> Insects	<b>H</b> Leaves
		<b>BIRCH</b>		



# Tall Tree Tales

(Talk it over with your helper)

## Share

How was this type of bingo different from regular bingo?

How did you go about organizing the game? (youth leaders)

## Process

Why was this a fun way to learn forestry terms??

## Generalize

Why does playing games make learning easier for you??

## Apply

What would be one thing you will try next time that will move you closer to becoming the type of leader you want to be? (youth leader)

What would you change about the game that would make it easier to lead?



Timber!

## Branching Out

1. Conduct a game of BIRCH Bingo for your friends at school or for younger 4-Her's.