

Project Get Outdoors Leader Workbook

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This workbook accompanies the Project GO Leader Certification Training and provides information, resources and planning worksheets for developing out of school nature programs for youth.

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Chapter One

Welcome & Introductions

- Training Syllabus HO 1
- Pre-training Assignment **WORKSHEET** HO 2
- Ice Breaker Examples HO 3

OBJECTIVES

Project GO Leaders will:

1. Understand the importance of using ice breakers as a way to help youth get to know their peers and program staff.
2. Be able to demonstrate three ice breakers you can use at your sites.
3. Recall memories of your childhood experiences in nature and use that inspiration to envision outdoor activities for children at your site.
4. Be able to reference other sources where you can find more ice breaker activity ideas.



Project Get Outdoors Leader Certification Syllabus



1. **Welcome & Introductions** (45 minutes)
 - Expectations and schedule for the day
 - Getting to Know You/Ice Breakers to use at your site

2. **Overview of Project GO** (30 minutes)
 - Project GO Trivia Activity and **worksheet**
 - National H.E.P.A. (Healthy Eating and Physical Activity) standards handout
 - Resources – Project GO Workbook

3. **Youth Development 101 and the Role of Nature** (30 minutes)
 - *Ages & Stages of Development, Maslow's Hierarchy of Needs* handout
 - Video: Nature Explore
 - Transferring these theories and research to Project GO programs **worksheet**
 - Resources – Project GO Workbook

4. **BREAK** (10 minutes)

5. **Cultural Awareness** (60 minutes)
 - Minnesota Now, Then, When...An Overview of Demographic Change ppt
 - BAFABAFA Activity – simulation of cross cultural interactions
 - Impacts of Race and Class Inequality on Child Development, Classroom Learning and Outdoor Awareness handouts
 - Getting to Know Your Neighborhood **worksheet**
 - Resources – Project GO Workbook

6. **LUNCH** (30 minutes)

7. **Engaging Children with Nature** (60 minutes)
 - Hierarchy of Outdoor Awareness handout
 - Scenarios & Strategies group activity and **worksheet**
 - Backpack and Equipment Trunks Group Activity
 - Resources – Project GO Workbook

8. **Behavior Management & Safety** (60 minutes)
 - Behavior management strategies handout from Winona State University
 - Safety Tips for Planning Outdoor Programs and FWS Field Trip checklist
 - Scenarios & Strategies group activity and **worksheet**
 - Resources – Project GO Workbook

 9. **Break** (10 minutes)

 10. **Community/Asset Mapping** (60 minutes)
 - The Power of Asset Mapping! Ted Talk
 - Tour of on-line community mapping efforts
 - Green Space Mapping case study from Plainview
 - Community mapping practice session and **worksheet**
 - Resources – Project GO Workbook

 11. **Activities Sampler** (60 minutes)
 - Small group activities

 12. **Program Planning** (30 minutes)
 - Where do we go from here? On-going support from Project GO handout
 - Putting the Puzzle Together – Incorporating GO in your community slideshow
 - What if I don't represent a partner organization? handout
 - Self-reflection/planning session **worksheet** and group sharing
 - Staying in touch:
 - Reporting your efforts (annual survey)
 - Sharing your stories (Project GO Facebook, newsletter, website map)
 - Resources – Project GO Workbook

 13. **Wrap Up** (20 minutes)
 - Presentation of certificates and backpacks
 - Post Training Knowledge Assessment
-

Project Get Outdoors Leader Certification

Pre-Training Assignment

We look forward to meeting you at the upcoming Project Get Outdoors Leader Certification workshop! In preparation for your training, we ask that you take time to complete the Pre-Training Assessment you received and that you preview the on-line videos listed below. As you view the videos, use this worksheet to take notes that will be used on training day.

Required Viewing:

- ✓ History and Need for Project GO (9:50)
<https://www.mnprojectgo.org/why-we-care>
- ✓ TedX Talks: Prescribing Nature for Health (17:48)
<https://www.youtube.com/watch?v=0uk0QriYYws>
- ✓ Nature Explore – Nature for Infants and Toddlers (6:24)
https://www.youtube.com/watch?v=PI6QitLJ_XQ&t=2s
- ✓ University of Minnesota - Immigrant Stories Project (3:26 and 3:34)
Pa Thao <http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/582>
Mustafa Jumale <http://immigrants.mndigital.org/exhibits/show/immigrantstories-exhibit/item/501>
- ✓ Straight Talk from Middle Schoolers (4:17)
<https://www.youtube.com/watch?v=C6xSyRJqle8>
- ✓ Diversity in the Classroom; Sides Square Off in Minnesota (3:58)
Scroll down to the Ahmed Jama Interview
<http://www.usatoday.com/story/news/nation/2014/11/25/minnesota-school-race-diversity/18919391/>
- ✓ Faces of Tomorrow: Conservation Corps of Minnesota & Iowa (2:13)
<https://www.youtube.com/watch?v=OIG8mxC3rc>
- ✓ Outdoor Afro (3:36)
<https://www.youtube.com/watch?v=xdxL8HgGpJo>
- ✓ Bird Watching While Black (2:10)
<https://www.youtube.com/watch?v=aaPWAE34GJU>
- ✓ It's All About the Approach: Asset Mapping TedX Talk (14:16)
<https://www.youtube.com/watch?v=vYiE7anpra4&t=480s>

1. **History and Need for Project GO.** What is “nature-deficit disorder”?

2. **Prescribing Nature for Health.** List three health benefits of nature exposure.

3. **Nature for Infants and Toddlers.** List three developmental/learning benefits that come from letting infants and toddlers experience nature?

4. **Immigrant Stories Project.** What are some common experiences that Pa and Mustafa share?

5. Prior to watching the **Straight Talk from Middle Schoolers** video, did you feel that racism/discrimination among children was an issue? Why or why not?

6. In your own words, summarize the news story covered in the *Diversity in the Classroom* video:

7. ***Faces of Tomorrow***. What is the Conservation Corps of Minnesota and Iowa doing to engage diverse teens with the outdoors?

8. ***Outdoor Afro***. What is the goal of the Outdoor Afro organization? How do they work toward achieving this goal? _____

9. ***Bird Watching While Black: A Wildlife Ecologist Shares His Tips***. What is the underlying message of this short video clip?

10. ***It's All About the Approach***. What was the focus of the talk in this presentation? What obstacles did the nurse encounter and how did she get around them?

Ice Breaker Examples

1. ICEBREAKER: Memory Lane

- Once everyone has arrived, ask participants to take a couple of minutes to write down a favorite childhood outdoor play memory on the note card they were given.
- Introduce yourself and then go around the room and have participants introduce themselves and share their memories.
- Explain how most of our favorite outdoor memories are very simple and don't require much for equipment or money.
- Explain how this is a major focus of Project GO activities; to introduce kids to practical, accessible, simple activities they can do at home with or without adult interaction.

2. ICE BREAKER: Hot Potato Name Game

- Have everyone get into a large circle.
- Using a foam ball from one of the Project GO Activity Backpacks, start with yourself and say your name, then say the name of another person in the circle who has not yet had the ball, and toss the ball to that person.
- That person then says your name, then their name and then the name of someone else to whom they will ***gently*** toss the ball.
- The goal is to get the ball to everyone in the circle while learning their names.
- Tell everyone to remember who they threw the ball to and then try it again in the same order but faster.
- See how fast you can do it.

3. ICE BREAKER: Come Forward

- Have everyone get into a circle.
- Place the foam ball or one of the bandanas from a Project GO Activity Backpack in the middle of the circle.
- Explain to the group that as you call out outdoor activity descriptions, anyone who fits the description can move one step forward. Explain that one step should equal about one foot in length.

- Call out random things like;
Whoever has...
 - ...been bike riding in the past week
 - ... a surf board
 - ...camped in a tent this summer
 - ...been to a park within the past day
 - ...gone fishing before
 - ...a dog
 - ...tried snowshoeing
 - ...a garden at home
 - ...been in a canoe
 - ...bird feeders in their yard
 - ...likes to rollerblade/roller skate
 - ...flown a kite
 - ...gone geocaching
 - ...swam at a beach
 - ...built a sandcastle
 - ...jumped in a puddle
 - ...made a s'more
 - ...gone to summer camp
 - ...visited a National Park
 - ...gone ice skating
 - ...played broomball
 - ...planted a tree
 - ...caught a butterfly
 - ...seen a shooting star
- The winner is the first person to reach the ball with their foot.

Find more ice breakers in the Outdoor Activities Planning Guide in your Activity Backpack.

Chapter Two

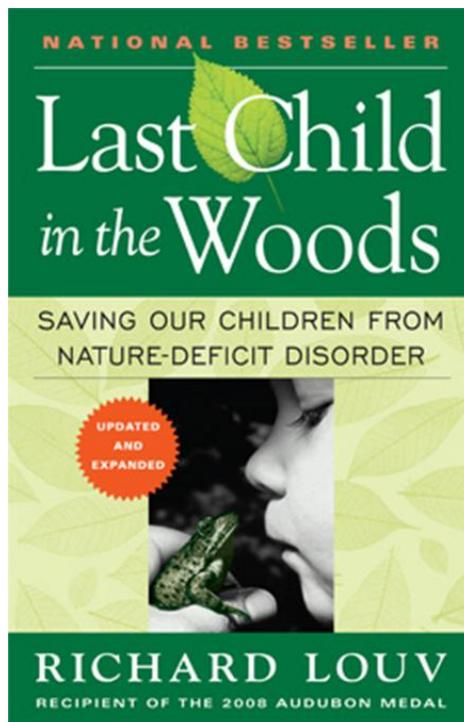
Overview of Project GO

- Project GO Overview **WORKSHEET** HO 1
- Project GO Logic Model HO 2
- Project GO Fact Sheet HO 3
- Flash Drive Resources HO 4

OBJECTIVES

Project GO Leaders will be able to:

1. List three barriers that prevent children from going outdoors.
2. List four benefits that result from outdoor play in natural settings.
3. Describe how the Project GO model facilitates opportunities for kids to experience nature.
4. Explain how Project GO activities can help after school sites meet the national H.E.P.A. standards for after school time.



Project GO Overview WORKSHEET

As you participate in the Project GO Trivia, fill in the answers to the questions below.

Barriers to Outdoor Play

1. The average number of hours children spend in front of electronic screens each day.

2. The average length of time a child in the USA spends outside each day. _____

3. The main barrier to outdoor play. _____

Benefits of Outdoor Play

1. Physical benefits of outdoor play. _____

2. Mental benefits of outdoor play. _____

3. Spiritual benefits of outdoor experience. _____

4. Other long term benefits of outdoor play. _____

Project GO History

1. The 2005 book by Richard Louv that inspired Project GO. _____

2. The year the first Project GO program was piloted. _____

Project GO Toolkit

1. What toolkit resources are given to each participant who completes the Project GO certification?

H.E.P.A. Standards

1. What physical activity standards can a Project GO program help you meet?

2. What are two benefits of incorporating H.E.P.A. standards at your site?



Project GO Strategic Plan

Approved by the Board of Directors, June 16, 2010

Vision

Project Get Outdoors envisions a world in which all kids, everyday, spend time outdoors. High-quality, efficient, outdoor programs are embedded in communities and have stable funding. These programs link youth and caring adult volunteers to exploration, play and reflection in nature near local communities so children grow to be healthy, comfortable outdoors, and knowledgeable and passionate about their land and community throughout their lives. Contact with nature provides physical, mental, social health benefits to all participants, and citizens demonstrate environmental stewardship behaviors.

Mission

The mission of Project Get Outdoors is to facilitate outdoor experiences that develop healthy kids and increase environmental stewardship behaviors.

Logic Model

Inputs	Outputs		Outcomes		
	Activities	Audiences	Short-term	Medium Term	Long Term
<ul style="list-style-type: none"> • Qualified staff • Trained volunteers & interns • Web site & social media tools • Activity planning resources & equipment • Community partners • GO Toolkit 	<ul style="list-style-type: none"> • Develop community partnerships • Implement accessible out-of-school, outdoor programs • Encourage annual outdoor event in each GO community • Train communities to implement the GO model 	<p>Target beneficiary of our work:</p> <ul style="list-style-type: none"> • YOUTH <p>Audiences we will work with to generate the benefits for youth:</p> <ul style="list-style-type: none"> • Youth • Adult volunteers • Community partners • Families 	<p>Environmental Stewardship</p> <ul style="list-style-type: none"> • Develop awareness of and experience in places near their community where they can experience nature. • Be aware of local ecosystems. • Express positive attitudes toward the environment. • Feel comfortable and safe outdoors. <p>Health</p> <ul style="list-style-type: none"> • Develop skills to participate in outdoor recreation activities. • Feel comfortable engaging in self-directed outdoor recreation activity. • Develop relationships with peers and at least one adult. • Feel the self-confidence that comes with gaining new knowledge and skills. 	<p>Environmental Stewardship</p> <ul style="list-style-type: none"> • positive attitudes towards and aspirations for participating in stewardship activities. <p>Health</p> <ul style="list-style-type: none"> • self-initiated outdoor activity • discover self and increase feelings of self-worth 	<p>citizens demonstrate environmental stewardship behaviors.</p> <p>Connection with nature provides physical, mental, social health benefits.</p>

MISSION

To facilitate outdoor experiences that develop healthy kids and increase environmental stewardship behaviors.



VISION

We envision a world in which all kids, every day, will spend time outdoors. High-quality, efficient, outdoor programs will be embedded in communities and have stable funding. These programs will link youth and caring adult volunteers to exploration, play and reflection in nature near local communities so children will grow to be healthy, comfortable outdoors, and knowledgeable and passionate about their land and community throughout their lives. Contact with nature will provide physical, mental, and social health benefits to all participants, and citizens will demonstrate environmental stewardship behaviors.



Who We Are

Founded in 2005 after the release of Richard Louv's book, "*Last Child in the Woods; Saving Our Children from Nature-Deficit Disorder*", Project Get Outdoors, Inc. (Project GO) is a non-profit organization working to provide training, resources and guidance to help Minnesota communities develop unique out-of-school programs that connect children to nature near to where they live.

In 2013, the University of Minnesota Regional Sustainable Development Partnership provided funding for Project GO to hire a graduate student to research programs throughout the United States that also work to connect children to nature. What we discovered was that Project GO programs are different from any other existing youth program!

Project GO programs are different because they:

- target underserved youth ages 5 – 13
- provide direct nature exploration opportunities
- teach children to utilize their local communities to find and enjoy nature, and
- offer a practical model for training local volunteers to run programs.



"We have the resource to allow children to explore nature and Project GO provides the youth directed activities. This innovative project is a great fit for the refuge and we are looking to a growing partnership with Project Get Outdoors."

- Cindy Samples, Chief, Visitor Services and Communications
Upper Mississippi River National Wildlife and Fish Refuge

A Collaborative Effort

Since its inception, Project GO has focused on developing partnerships and building collaborations with local, regional, statewide and federal organizations in order to share knowledge, resources and funding to expand the reach of this effort to connect children to nature. These partnerships have allowed for an incredible exchange of ideas and resources between a variety of diverse agencies and organizations. More than 100 partnerships have been established over the ten years that Project GO has been in operation! Some of our major collaborators and funders are listed below.

A wonderful example of our focus on collaboration is our partnership with the US Fish and Wildlife Service Upper Mississippi River National Wildlife and Fish Refuge out of Winona, MN, where Project GO has been able to introduce children in Se Minnesota to the nearby national refuge system through field trip grants provided by the National Fish & Wildlife Foundation (a giving branch of the USFWS) and via outdoor activities and programs led by refuge rangers. In exchange, Project GO has been able to help local communities oversee the logistics planning to be able to bring low-income and underserved children out to the refuge to engage in these nature experiences. In 2014, Project GO expanded partnerships to three additional National Wildlife Refuges in Minnesota including Minnesota River Valley, Rydell and Glacial Ridge.



Impacts of Project GO

-Strengthening local communities by engaging community members in asset mapping of their neighborhoods and greenspaces and empowering volunteers to share their outdoor skills and interests as program mentors.

-Fostering healthy lifestyle habits by creating opportunities for children to explore nature and develop positive attitudes about the natural world and comfort being outdoors. Project GO youth increase participation in self-initiated outdoor activity and benefit from many positive health impacts of nature exposure, including reductions in stress and the effects of ADHD while increasing senses of calm.

-Providing educational enrichment opportunities that increase stewardship behaviors. Go kids reap many educational benefits including: increased creativity & problem solving, increased self-esteem, expanded social network of peers, feeling the sense of pride that comes with mastering new outdoor skills, and developing a growing awareness, appreciation and sense of stewardship for our natural resources.

Past Highlights (since 2005)

- Partnering with more than 100 local, regional, statewide and federal organizations
- Developing a toolkit of resources to help communities create unique programs
- Securing more than \$263,000 through donations, grants and fundraisers
- Implementing programs at 50 sites in 25 communities
- Serving more than 10,000 children
- Offering more than 1,200 outdoor activities and field trips
- Recruiting 500/plus adult volunteers investing more than 7,000 hours
- Incurring more than \$154,000 worth of in-kind services through volunteers
- Partnering with six colleges to involve hundreds of students and faculty
- Securing AmeriCorps members through an innovative partnership with the Conservation Corps
- Securing the assistance of the National Park Service to help with strategic planning
- Developing a Parent-Aware certified child care provider training and accompanying resources

"Thanks for all of the time, energy and insight you offer our children. McKenna has thoroughly enjoyed participating in Project GO!"

-Chatfield Project GO Parent

Goals

1. Hire a Program Director.
2. Maintain existing partnerships while building new collaborations focusing on YMCAs, City Park and Rec Departments, Community Education, libraries, daycares and other community-based organizations.
3. Develop and implement a Project GO certification program for program sites, leaders and volunteers.
4. Bring on Trainers who reflect the diversity of our communities to lead workshops and trainings across the state.
4. Secure regional sponsors to cover costs of Project GO Certification for interested community organizations.
5. Develop branding and marketing campaign to begin national expansion.

Contact Project GO

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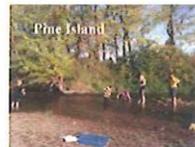
Plainview



St. Charles



Chatfield



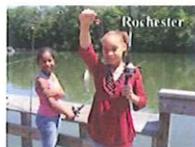
Pine Island



Winona



St. Paul



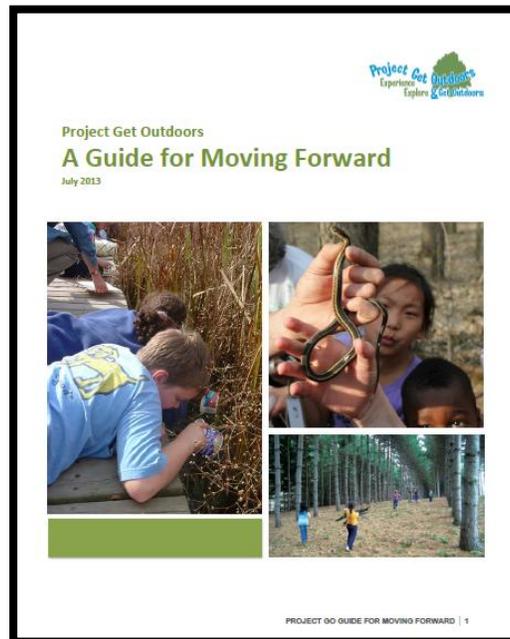
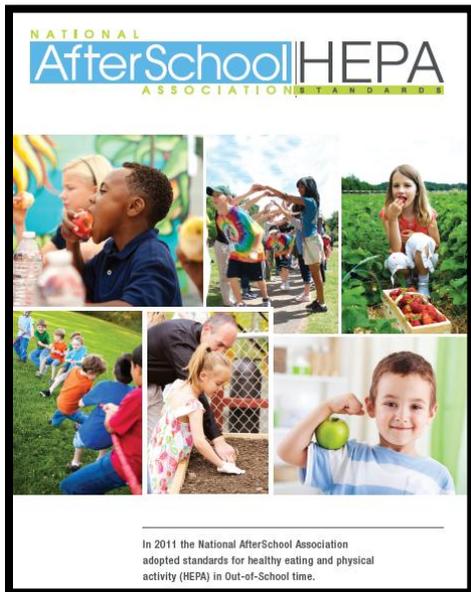
Rochester



Strategic Planning Meeting

Chapter Two Flash Drive Resources:

- Healthy Eating and Physical Activity Standards
- Project GO: A Guide for Moving Forward



Chapter Three

Youth Development 101 and the Role of Nature

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- Youth Development 101 Refresher **WORKSHEET** HO 1
 - Understanding Ages of Youth HO 2
 - 8 Keys to Quality Youth Development HO 3
 - Maslow's Hierarchy of Needs HO 4
 - Nature Prescription for Kids HO 5
 - Benefits of Connecting Children with Nature HO 6

OBJECTIVES

Project GO Leaders will be able to:

1. Describe ways that the thinking and learning processes of children change as they mature from kindergarten to high school age.
2. Explain how we, as mentors, can play an important role in advancing youth upward in the hierarchy of human needs.
3. Understand the basic needs of youth as they relate to healthy development.
4. Recognize the critical role that nature and outdoor experiences have on human development.



Youth Development 101 Refresher WORKSHEET

Ages & Stages of Development

1. Why is it important to know what to expect of the different ages of youth?

2. How does the interest/attention span of children change as they mature from Kindergarten to high school? _____

3. For kids in grades 3 – 5, what are some considerations for motor skills that you should be aware of when planning outdoor activities for this age group? _____

4. Knowing that children progress developmentally as they age and mature, what are some ways you can enhance an after school program by incorporating this knowledge into your planning?

Maslow's Hierarchy of Needs

1. In essence, what does the Hierarchy of Needs tell us? How does this theory relate to youth programming? _____

Quality Keys to Youth Development

- 1. What is the most basic need that must be met for youth to succeed at your programs?

- 2. What can you incorporate into your youth program to ensure youth are engaged and develop higher self-esteem?

UNDERSTANDING AGES OF YOUTH

4-H Clubs are made up of a mixture of ages of youth and adults. It is strength of 4-H, but also a challenge. Today's communities have very few places where ages are not separated into individual groups. That makes 4-H unique. It is important to know what to expect of the different ages of youth. By doing so, you will better understand what behavior to expect and what needs the youth have.

Gen Y (Millennials, Echo Boomers, Nexters)

These are all terms for the upcoming generation, born between 1981-2003. There are 1.1 million in this group in Minnesota; the group is three times larger than Gen X'ers. Half of this age group are not yet adolescents. They come from radically, culturally diverse backgrounds:

- 1 in 3 are non-white;
- 1 in 4 live in single parent households; and
- 3 in 4 have working moms.

The Gen Y's have a good relationship with their parents. They are very tech savvy. The group has a practical view of the world. When planning activities and events, remember the ages and stages. In addition, remember the upcoming Gen Y group and their characteristics.

Characteristic	Cloverbuds Grades K-3	Beginners Grades 3-5	Intermediates Grades 6-8	Advanced Grades 9-13
Interest Span	Short, unless topic is of great interest. Can be increased in activity is included. (5-20 minutes)	Short and carried. (45 minutes) Easily motivated	Lengthens with experience and interest in subject or activity.	Almost adult if self-motivated.
Motor Skills	May be easily frustrated by fine motor tasks that are beyond level of coordination.	High interest in doing active projects. Poor coordination.	Interested in skills for specific use. Can tackle more difficult jobs with more complex coordination.	Highly skilled in areas of interest and practice.
Mental Growth	Curious, learns from hands-on experiences.	High curiosity. Limited experience.	Increased depth and scope of learning. Want to	Continued increase related to experience.

Characteristic	Cloverbuds Grades K-3	Beginners Grades 3-5	Intermediates Grades 6-8	Advanced Grades 9-13
	Developing language. Competitive activities less appropriate. Don't accept failure.	Beginning abstract learning. Needs recognition.	make decisions but still depend on adult guidelines.	Can see relationships.
Ability to Plan	Has difficulty with multiple step plans over a period of time.	Limited ability, experience and judgment.	Can plan better than execute. Can discuss current events, international affairs and social issues with help.	Has need and ability to plan. Enjoy discussing world situations.
Relation to Adults	Seeks adult leadership and companionship.	Accepts leadership easily from adults. Admire and imitate older youth.	Needs and wants guidance but rejects domination.	Wants leadership on an adult level.
Relation to Age	More interested in small groups, members of the same sex and under adult supervision. May have several best friends.	Needs to feel accepted. Show loyalty to members of same sex and antagonism to opposite sex.	Interest in opposite sex, and in group acceptance. Can be self-conscious.	High interest in groups, "couples" oriented. Strong desire for status in peer group. High interest in social activity.

Reference: Rutgers Cooperative Extension - Leaders Training Series - Ages and Stages of 4-H Youth University of New Hampshire Cooperative Extension. Ages/Stages of Youth Development

YOUTH WORK INSTITUTE Basic Youth Needs

- Feel a sense of safety and structure.
- Experience active participation, group membership, and belonging.
- Develop self-worth through meaningful contribution.
- Experiment to discover self, gain independence and gain control over one's life.
- Develop significant quality relationships with peers and at least one adult.
- Discuss conflicting values and form their own.
- Feel pride of competence and mastery.
- Expand their capacity to enjoy life and know that success is possible.



Dr. Gisela Konopka developed these requirements in 1973 for the Federal Department of Health, Education and Welfare.

Adapted from Konopka, G. (1973). Requirements for healthy development of adolescent youth. *Adolescence* 8(31), 2-25. Pittman, K.J. and Wright, M. (1991). *A rationale for enhancing the role of the non-school voluntary sector in youth development.* (Commissioned for the Carnegie Council on Adolescent Development) Washington, DC: Center for Youth Development and Policy Research

Abraham Maslow's Hierarchy of Needs

Physiological Needs

These are biological needs. They consist of needs for oxygen, food, water, and a relatively constant body temperature. They are the strongest needs because if a person were deprived of all needs, the physiological ones would come first in the person's search for satisfaction.

Safety Needs

When all physiological needs are satisfied and are no longer controlling thoughts and behaviors, the needs for security can become active. Adults have little awareness of their security needs except in times of emergency or periods of disorganization in the social structure (such as widespread rioting). Children often display the signs of insecurity and the need to be safe.

Needs of Love, Affection and Belongingness

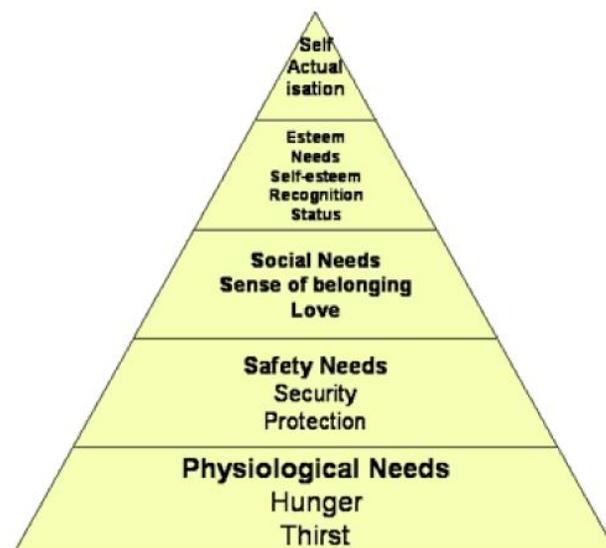
When the needs for safety and for physiological well-being are satisfied, the next class of needs for love, affection and belongingness can emerge. Maslow states that people seek to overcome feelings of loneliness and alienation. This involves both giving and receiving love, affection and the sense of belonging.

Needs for Esteem

When the first three classes of needs are satisfied, the needs for esteem can become dominant. These involve needs for both self-esteem and for the esteem a person gets from others. Humans have a need for a stable, firmly based, high level of self-respect, and respect from others. When these needs are satisfied, the person feels self-confident and valuable as a person in the world. When these needs are frustrated, the person feels inferior, weak, helpless and worthless.

Needs for Self-Actualization

When all of the foregoing needs are satisfied, then and only then are the needs for self-actualization activated. Maslow describes self-actualization as a person's need to be and do that which the person was "born to do." "A musician must make music, an artist must paint, and a poet must write." These needs make themselves felt in signs of restlessness. The person feels on edge, tense, lacking something, in short, restless. If a person is hungry, unsafe, not loved or accepted, or lacking self-esteem, it is very easy to know what the person is restless about. It is not always clear what a person wants when there is a need for self-actualization.





WARNING: 5 Serious Consequences of an Indoor Childhood

Obesity



Approximately 8 MILLION children are overweight.

Twice as many as 20 years ago!



3 studies report that being outdoors is the strongest correlate of children's physical activity.

Elevate mood and promote relaxation!

LIGHT

PHYSICAL ACTIVITY

Studies show that too much time in front of TV and computer screens is causing psychological problems, such as depression, in children.

Depression

Myopia

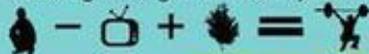
Our eyes see the farthest when we are outside!



Seeing green (GRASS) and blue (SKY) helps developing eyes balance themselves.



Our bodies need sunlight to create and activate **vitamin D** which is essential for building strong and healthy bones!



Many studies have connected **too much indoor time** with the growing trend of children with osteoporosis.

Osteoporosis

ADHD

7.8% children have ADHD

ADHD symptoms are reduced in outdoor settings!

Some children cut their medication dosage **in half** by spending time outside.

Even children whose symptoms have not responded to medication show behavioral improvement outside!



Benefits of Connecting Children with Nature

Why Naturalize Outdoor Learning Environments

Childcare center naturalized outdoor learning environments (OLEs) stimulate the diversity of children’s play experience and contribute to their healthy development. Best practice design of OLEs incorporates trees, shrubs, vines, flowers, grasses, edible fruits and vegetables—to connect children with nature and diversify their outdoor experience. This *InfoSheet* discusses the benefits of connecting children to nature and presents examples of simple ways to naturalize outdoor learning environments in childcare centers.

Why Focus on Naturalizing Outdoor Learning Environments in Childcare?

Today’s children and families often have limited opportunities to connect with the natural environment. Richard Louv called this phenomenon, ‘nature-deficit disorder’ in his book, *The Last Child in the Woods*, and opened the nation’s eyes to the developmental effects that nature has on our children. Louv documented how modern family life has changed dramatically in the last two decades. Children spend more time viewing television and playing video games on computers than they do being physically active outside.

Families are eating more processed, high-calorie foods due to their busy schedules which makes a family sit-down meal a rare event. These changes have led to an epidemic of childhood obesity, which presents serious health threats for children including heart disease, diabetes, sleep apnea, and social and psychological problems. Today in North Carolina, more than one-third of young children are considered overweight and obese.



Figure 1 - Children run along the pathway in a newly naturalized OLE.

In the past decade, the benefits of connecting to nature have been well documented in numerous scientific research studies and publications. Collectively, this body of research shows that children’s social, psychological, academic and physical health is positively impacted when they have daily contact with nature. Positive impacts include the following:*

- **Supports multiple development domains.** Nature is important to children’s development in every major way—intellectually, emotionally, socially, spiritually and physically (Kellert, 2005).

* Selected excerpts from Children and Nature Network (www.childrenandnature.org/research/), *Annotated Bibliographies of Research and Studies*, Volumes 1 and 2 (2007).



Figure 2 - Children playing together on a log bench in a naturalized OLE.



Figure 3 - Primary pathways encourage vigorous physical activity.



Figure 4 - This secondary pathway encourages active exploration and discovery.



Figure 5 - This moderate-sized grassy lawn facilitates active group games.

- **Supports creativity and problem solving.** Studies of children in schoolyards found that children engage in more creative forms of play in the green areas. They also played more cooperatively (Bell and Dymont, 2006). Play in nature is especially important for developing capacities for creativity, problem-solving, and intellectual development (Kellert, 2005).
- **Enhances cognitive abilities.** Proximity to, views of, and daily exposure to natural settings increases children's ability to focus and enhances cognitive abilities (Wells, 2000).
- **Improves academic performance.** Studies in the US show that schools that use outdoor classrooms and other forms of nature-based experiential education support significant student gains in social studies, science, language arts, and math. Students in outdoor science programs improved their science testing scores by 27% (American Institutes for Research, 2005).
- **Reduces Attention Deficit Disorder (ADD) symptoms.** Contact with the natural world can significantly reduce symptoms of attention deficit disorder in children as young as five years old (Kuo and Taylor, 2004).
- **Increases physical activity.** Children who experience school grounds with diverse natural settings are more physically active, more aware of nutrition, more civil to one another and more creative (Bell and Dymont, 2006).
- **Improves nutrition.** Children who grow their own food are more likely to eat fruits and vegetables (Bell & Dymont, 2008) and to show higher levels of knowledge about nutrition (Waliczek, & Zajicek, 2006). They are also more likely to continue healthy eating habits throughout their lives (Morris & Zidenberg-Cherr, 2002).
- **Improves eyesight.** More time spent outdoors is related to reduced rates of nearsightedness, also known as myopia, in children and adolescents (American Academy of Ophthalmology, 2011).
- **Improves social relations.** Children will be smarter, better able to get along with others, healthier and happier when they have regular opportunities for free and unstructured play in the out-of-doors (Burdette and Whitaker, 2005).
- **Improves self-discipline.** Access to green spaces, and even a view of green settings, enhances peace, self-control and self-discipline within inner city youth, and particularly in girls (Taylor, Kuo and Sullivan, 2001).
- **Reduces stress.** Green plants and vistas reduce stress among highly stressed children. Locations with greater number of plants, greener views, and access to natural play areas show more significant results (Wells and Evans, 2003).



Figure 6 - Before the renovation, this OLE consisted mostly of patchy lawn and manufactured play equipment.



Figure 7 - After the outdoor learning environment was renovated and naturalized; it includes raised garden beds, a looped pathway, arbor, and many new trees.

Children Need “Vitamin G”

“Green environments are an essential component of a healthy human habitat” according to Frances Ming Kuo, a researcher documenting the positive link between nature and human health, and social and psychological functioning. Kou summarizes various research studies that show that humans benefit from exposure to green environments (parks, forests, gardens, etc.) and conversely, people with less access to green places report more medical symptoms and poorer health overall. Kuo uses

the phrase “Vitamin G” (G for “green”) to capture nature’s role as a necessary ingredient for a healthy life. Evidence suggests that, like a vitamin, contact with nature and green environments is needed in frequent, regular doses.

Naturalizing Outdoor Learning Environments in Childcare

The majority of children are in childcare for extended periods of time, often eight to ten hours per day, which makes greening their environment by adding natural elements vital to their overall health and functioning. Naturalizing outdoor learning environments means bringing back trees, shrubs, perennial plants, vines, and edible plants for children’s enjoyment and healthy development (Figures 9-14). Childcare centers with naturalized outdoor environments allow children to have safe, ready-made access to green places and engagement with nature. A diverse array of plant life encourages children to experience nature in more ways and more frequently.

Childcare centers across North Carolina are naturalizing their outdoor learning environments. For example, the childcare center above made significant improvements to their OLE (Figures 6 and 7). The center added a welcoming arbor (Figure 7) at the entrance to the outdoor learning environment with planters for flowers and vegetables (Figure 8), a defined lawn area, trees for shade, and a fine crushed stone pathway to increase physical activity and improve circulation.



Figure 8 - Teacher and child plant rainbow chard in a raised garden planter.



Figure 9 - Fence naturalized with edible vines.



Figure 10 - Children explore a small tree.



Figure 11 - Raised garden bed with vegetables, flowers, and herbs.



Figure 12 - Children playing with natural loose parts under the canopy of a small ornamental grass.



Figure 13 - Tree cookies are versatile loose parts.



Figure 14 - Smooth, moveable stones as loose parts.

Benefits of Connecting Children with Nature: Why Naturalize Outdoor Learning Environments January 2012

Creating a Supportive Network and Training Resources for Naturalized Learning Environments in Child Care
Supported by: North Carolina Division of Child Development and Early Education

Natural Learning Initiative | College of Design | North Carolina State University

Creating environments for healthy human development and a healthy biosphere for generations to come.

The purpose of the Natural Learning Initiative is to promote the importance of the natural environment in the daily experience of all children, through environmental design, action research, education, and dissemination of information.

www.naturalearning.org

919-515-8345



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Chapter Four

Cultural Awareness

- Personal Self-Assessment of Anti-bias Behavior HO 1
- Who is getting outdoors? Mainly the white and well off HO 2
- Getting to Know Your Neighborhood **WORKSHEET** HO 3
- Conservation Corps of Minnesota & Iowa handouts HO 4
- Flash Drive Resources HO 5

OBJECTIVES

Project GO Leaders will be able to:

1. Explain how the ethnic demographics of Minnesota have shifted over the past 25 years.
2. Understand that each cultural community has a unique history and contributes rich customs and different perspectives to the greater society.
3. Understand how race and class inequalities have major impacts on human development, outdoor exposure, learning and health.
4. Access tools to explore and understand the cultural groups in their community.



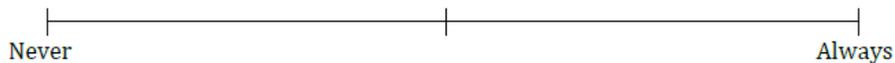
PERSONAL SELF-ASSESSMENT OF ANTI-BIAS BEHAVIOR



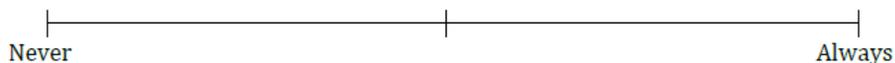
Provided by: ADL's [Education Division](#),
A WORLD OF DIFFERENCE®
Institute

Directions: Using the rating scale of NEVER to ALWAYS, assess yourself for each item by placing an "X" on the appropriate place along each continuum. When you have completed the checklist, review your responses to identify areas in need of improvement. Create specific goals to address the areas in which you would like to improve.

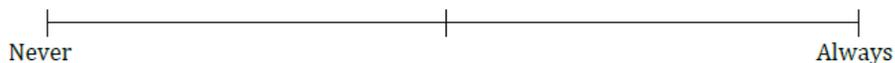
1. I educate myself about the culture and experiences of other racial, religious, ethnic and socioeconomic groups by reading and attending classes, workshops, cultural events, etc.



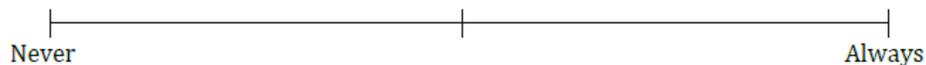
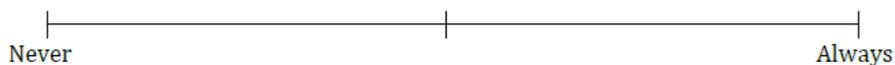
2. I spend time reflecting on my own upbringing and childhood to better understand my own biases and the ways I may have internalized the prejudicial messages I received.



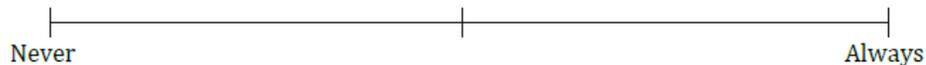
3. I look at my own attitudes and behaviors as an adult to determine the ways they may be contributing to or combating prejudice in society.



4. I evaluate my use of language to avoid terms or phrases that may be degrading or hurtful to other groups.



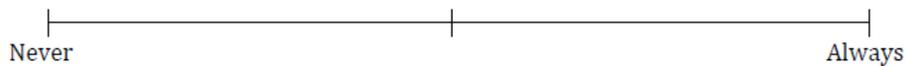
5. I avoid stereotyping and generalizing other people based on their group identity.



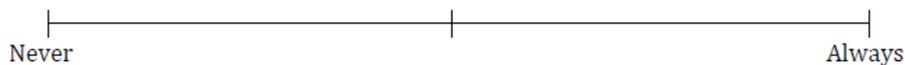
6. I value cultural differences and avoid statements such as “I never think of you as _____,” which discredits differences.



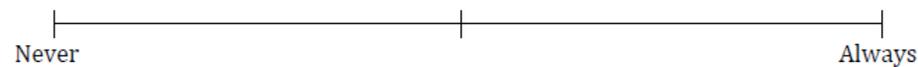
7. I am comfortable discussing issues of racism, anti-Semitism and other forms of prejudice with others.



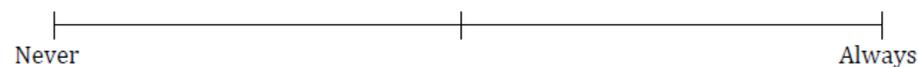
8. I am open to other people’s feedback about ways in which my behavior may be culturally insensitive or offensive to others.



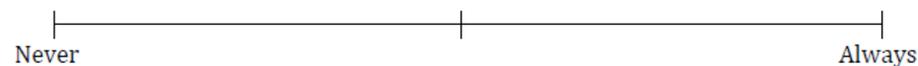
9. I give equal attention to other people regardless of race, religion, gender, socioeconomic class or other difference.



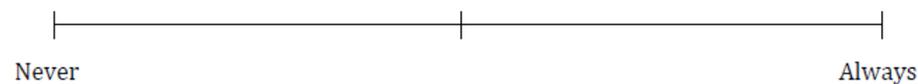
10. I am comfortable giving constructive feedback to someone of another race, gender, age or physical ability.



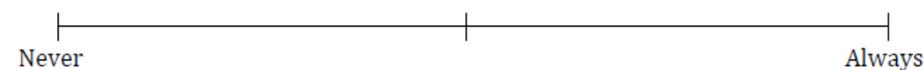
11. The value of diversity is reflected in my work, which includes a wide range of racial, religious, ethnic and socioeconomic groups, even when these groups are not personally represented in my community.



12. I work intentionally to develop inclusive practices, such as considering how the time, location and cost of scheduled meetings and programs might inadvertently exclude certain groups.



13. I work to increase my awareness of biased content in television programs, newspapers and advertising.



14. I take time to notice the environment of my home, office, house of worship and children’s school, to ensure that visual media represent diverse groups, and I advocate for the addition of such materials if they are lacking.

Never
 Always

15. When other people use biased language and behavior, I feel comfortable speaking up, asking them to refrain and stating my reasons.

Never
 Always

16. I contribute to my organization’s achievement of its diversity goals through programming and by advocating for hiring practices that contribute to a diverse workforce.

Never
 Always

17. I demonstrate my commitment to social justice in my personal life by engaging in activities to achieve equity.

Never
 Always

Areas of growth: _____

Goals: _____

This activity was adapted from “Commitment to Combat Racism” by Dr. Beverly Tatum & Andrea Ayvazian in *White Awareness: Handbook for Anti-Racism Training* by Judy H. Katz. ©1978 by the University of Oklahoma Press, Norman. Reprinted by permission of the publisher. All rights reserved.

WEDNESDAY, SEPTEMBER 17, 2014

Who is getting outdoors? Mainly the white and well-off



Have you been to a national park lately? If so, then chances are, you're white and have a relatively high income.

Recently I've attended several events about children, families and outdoor play and learning. I noticed that, whether it was a professional event held in a conference room or a family event in a park, most of the attendees looked like me. This observation is borne out by research. Though [some advances in gender diversity have been made](#) within the "green workforce", racial diversity lags far behind.

The [Minnesota Department of Natural Resources \(DNR\)](#) found that [visitors to parks](#) in Minnesota are more likely to be white and non-Hispanic and have higher incomes than the Minnesota population overall. In 2007, 98% of park users were white. Some creative strategies on the part of the DNR have begun to shift the balance, though. [Focus group information gathered by the Metropolitan Council](#) suggests that various cultural groups use parks more or less frequently, use the parks differently, have different needs, and hold different perceptions about parks, such as how safe they are.

Disparities in who has access to and who uses outdoor recreation and learning environments matters. We know that time spent in nature provides a host of health, mental health, educational and developmental benefits, especially for children and youth. Getting kids and families of color and immigrant children and families out into nature is increasingly important as our state's demographics diversify.

We might be more successful in getting people into nature if the adults --



These disparities in access and use are the focus of a Nov. 5 all-day event in Maplewood, Minn., sponsored by [the Minnesota Children and Nature Connection](#). "Connecting Diverse Communities to the Outdoors: Addressing Culture, Equity and Access." The issues will be framed by Ryan O'Connor, Ramsey County policy and planning director, informed by [the research of Yingling Fan at the University of Minnesota](#) and Raintry Salk of [the Metropolitan Council](#), as well as panelists highlighting local, state and national perspectives. Attendees will get involved in designing initiatives to address culture, equity and access. The event will end on a fun note, with an informal reception and [pecha kucha](#) style talks. Consider yourself invited!

-- [Cathy Jordan](#), associate professor
[Division of General Pediatrics and Adolescent Health](#)

You are welcome to comment on this blog post. We encourage civil discourse, including spirited disagreement. We will delete comments that contain profanity, pornography or hate speech--any remarks that attack or demean people because of their sex, race, ethnic group, etc.--as well as spam.

Getting to Know Your Neighborhood WORKSHEET

This worksheet is designed to help you assess the cultural groups within your community and to inventory the various community organizations that may be able to assist with connecting under-served youth to your programming efforts.

1. What neighborhood are you focusing on within your community? _____

2. List any subsidized housing complexes within this neighborhood: _____

3. List churches in this neighborhood: _____

4. What community action groups are in this neighborhood? _____

5. What schools are in this neighborhood? _____

6. What cultural groups are represented in this neighborhood? Circle all that apply:

White	African American	African Immigrant	Bi-Racial
American Indian	Asian American	Asian Immigrant	Other
Latino American	Latino Immigrant	Latino Migrant	

Access ethnic data from the US Census at <https://mn.gov/admin/demography/> and click on:

- Data by place
- Community facts tool
- Search by zip code
- Age/Race

7. What programs are currently targeting families in this neighborhood? _____

8. List deficiencies for family programming in this neighborhood? _____

9. What are some opportunities for collaborating with existing programs that are already working with families in this neighborhood? (ie; food shelf, translation services, immigrant support organizations, churches???) _____

10. What is one tangible action step you can take to make your program more inclusive for all families in this neighborhood? _____

AmeriCorps opportunities

Ages 18-25



FULL-TERM (FEB-DEC) POSITIONS

- **Field Crews** learn natural resource skills and perform projects across the Midwest
- **Youth Outdoors Crews** engage Twin Cities youth in environmental projects
- **Individual Placements** serve with various government and nonprofit partners of the Corps

SUMMER (MAY-AUG) POSITIONS

- **Conservation Apprentices** learn hands-on skills in managing water and soil resources
- **Summer Youth Corps Leaders** lead youth in service projects that restore natural habitats
- **Superior National Forest Crews** serve with the Forest Service as part of their diversity initiative
- **Youth Outdoors seasonal positions** offer unique opportunities to serve with youth and Minnesota families



conservationcorps.org

resources restored.
lives changed.



To apply for positions, visit:
conservationcorps.org/apply

For more information:
recruit@conservationcorps.org
or 651.209.9900 x31



AmeriCorps members receive:

- Living stipend
- Post-service AmeriCorps education award
- Student loan forbearance
- Personal and professional development
- Paid training and health insurance
- Professional certifications, depending on position
- Opportunity to meet new people, explore natural areas and make a difference working outdoors

	monthly stipend*	education award*
Full-term (Feb-Dec)	\$1,350-\$1,990	\$5,775
Summer (May-Aug)	\$1,350-\$1,690	\$1,527-\$2,887

*Varies by position. Rates are listed for 2017.

This program is open to all, without regard to disability, race, religion, national origin, gender, sexual orientation or political affiliation. Reasonable accommodations available upon request.

conservationcorps.org

Youth opportunities

Ages 15-18



Summer Youth Corps

connects teenagers to the outdoors through hands-on natural resource projects and empowers them to become active, engaged citizens. Crews work over the summer restoring natural spaces and improving parks throughout Minnesota. About 10% of participants are Deaf or hard-of-hearing.

Youth Outdoors

connects Twin Cities teenagers to the natural environment through hands-on conservation and neighborhood beautification projects. Work is scheduled after school during the week and on Saturdays.



conservationcorps.org/youth-opportunities

Resources restored. Lives changed.

Participants receive free college & career resources.

Summer Youth Corps

Open to all youth.

- Summer Youth Corps participants serve in one (or both) 4-week summer sessions. After several days of training, they are placed on a crew with 7 other youth and 2 crew leaders. Together, they travel to projects throughout Minnesota.
- The weekday schedule is 8:30 a.m. to 5 p.m. Weekends & evenings are filled with recreational activities such as; canoeing, fishing, games, relaxing and visiting historic places.
- Youth earn an average weekly allowance of \$250 that includes all food, transportation and lodging.
- This is a month-long residential program, so youth will be away from home for the entirety of the program.

Youth Outdoors

Open to Saint Paul, Minneapolis and Ramsey County youth from households at or below 80% of the city's median income.

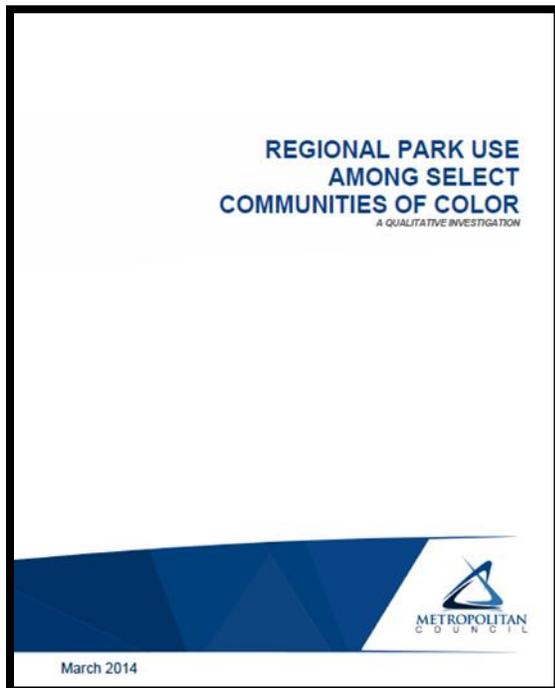
- Youth Outdoors participants meet in Saint Paul, Minneapolis or Ramsey County recreation centers. Youth work and learn outside through the completion of conservation projects, community development projects and environmental education.

- You can participate in either a spring or fall term. The weekly schedule includes working afterschool and on Saturdays.
- Youth earn \$9.50/hour.

conservationcorps.org/youth-opportunities

Chapter Four Flash Drive Resources:

- Regional Park Use Among Select Communities of Color (Met Council Study)
- Ethnic Cultures of Minnesota: Fact Sheets and Background Information
- BAFABABA Activity Lesson Plan
- Minnesota Now, Then & When...An Overview of Demographic Change
- New Immigrant and Refugee Children and Bullying



The infographic is titled "Refugee Families from Somalia" and is produced by BRCS (Bridging Refugee Youth & Children's Services). It features a map of Somalia and surrounding regions, along with text boxes providing background, culture, and religion information. The infographic includes logos for BRCS and the National Center on Cultural and Linguistic Responsiveness.

BRCS
Bridging Refugee Youth & Children's Services

Refugee Families from Somalia

This background provides general cultural information while recognizing that every family is unique and that cultural practices will vary by household and by generation. Several Somali community leaders were interviewed for this background. While this resource provides general information, it is best to get to know each family and learn their unique characteristics wherever possible; ask members of the community about different cultural practices.

has experienced civil war on and off since 1991. As of November 2011, nearly one million Somali refugees live outside their country, and nearly 1.5 million have been displaced within their own country (UNHCR, 2011). The U.S. has resettled more than 100,000 Somali refugees across the country (Refugee Processing Center, 2012).

Practice Tip:
Somali Bantu refugees are historically, ethnically, and culturally different from other Somali refugees. The majority of this resettled group are descendants of southeastern African Bantu people who were brought to Somalia as slaves in the 19th century. Somali Bantu refugees fled Somalia in the 1990s, lived in refugee camps in Kenya, and were finally resettled in the United States between 2003-2007. For more information, see The Somali Bantu (<http://www.culturalorientation.net/library/publications/the-somali-bantu-culture-profile/>).

Due to ongoing instability in Somalia, the U.S. continues to resettle Somali refugees. Some are resettled without having relatives currently in the U.S. These are often single mothers with young children, who must rely on the wider community for support in the absence of extended family. Others have grown up in refugee camps and may not have experienced the same traditional upbringing or parenting role models as older generations.

Culture and Religion
The majority of Somalis are Sunni Muslims, an Islamic faith that is central to Somali culture and dates back to the 11th century.
Most Somalis will observe the following religious/cultural practices:

- Women covering their arms and legs and wearing the "hijab" (head covering) in public—and in the presence

Background
Somalia is a hot, arid country on the eastern coast of Africa, bordered by Ethiopia, Kenya, and Djibouti. During colonization, areas of modern Somalia were ruled by Britain, Italy, France, and Ethiopia, with Somalia gaining independence on July 1, 1960. Before the war, the majority of Somalis were nomadic herders or farmers, while about 1/5 of the population lived in urban areas. Somalia

Bridging Refugee Youth and Children's Services www.brucs.org Toll Free: 1.888.517.2500 E-mail: info@brucs.org
Office of Head Start National Center on Cultural and Linguistic Responsiveness Toll Free: 1.888.246.1975 E-mail: cccl@unhcr.org

Chapter Five

Engaging Children with Nature

- Hierarchy of Outdoor Awareness HO 1
- Engaging Kids with Nature Scenarios **WORKSHEET** HO 2
- Minnesota Master Naturalist Program brochure HO 3
- Flash Drive Resources HO 4

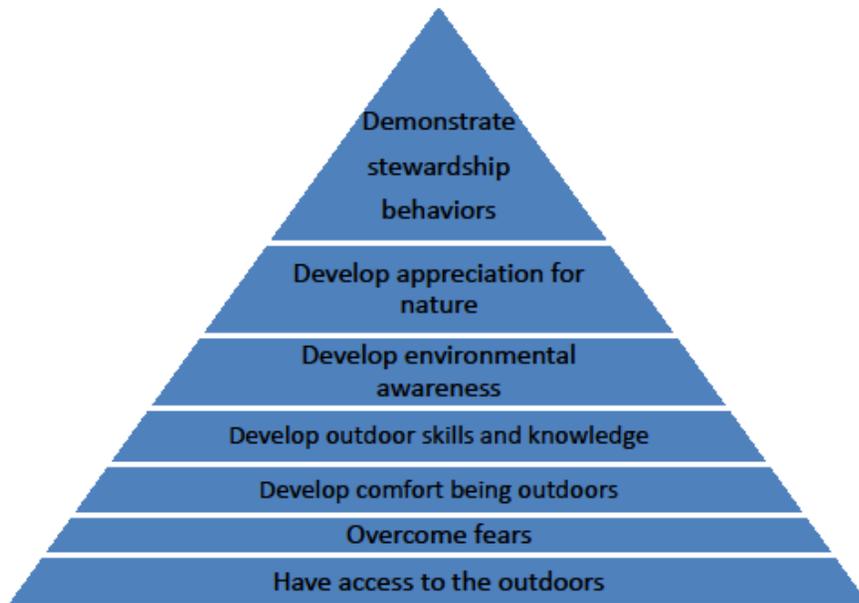
OBJECTIVES

Project GO Leaders will be able to:

1. Describe the stages of advancement in the Hierarchy of Outdoor Awareness.
2. List some strategies for engaging children with the outdoors and nature.
3. Describe a variety of ways to use the resources within the Activity Backpack.
4. Explain ways to transform an outdoor play space into a nature play space.



Hierarchy of Outdoor Awareness



Project Get Outdoors, Inc. 2016 ©

Engaging Kids with Nature Scenarios WORKSHEET

SCENARIO #1

The Project GO group has headed out for a nature walk at the local city park. Some of the participants are not excited about this activity. They are complaining that they do not like walking and hikes are boring. What are some ways you might change their attitudes?

SCENARIO #2

It's the first time taking your group out to the woods at a local park. They are not comfortable being out on the trails in the woods. How can you help make the children feel more comfortable with the outdoors?

SCENARIO #3

While exploring the beach at a local park, one of the participants sees a leech and becomes terrified. His fear spreads among the other children and soon many are scared to enter the water. How might you handle this situation?

SCENARIO #4

Some of the older children at your program are talking about how they wish they were at home working on the next level of their video games. They are acting like they are “too cool” for the program and say their parents made them come. What do you do?

SCENARIO #5

During a snowshoeing activity, you notice that some of the kids keep checking their phones and texting one another. How might you engage them more in the activity?

SCENARIO #6

On a walk at a local bike trail, your group sees some beautiful flowers in bloom near the trail’s edge and the kids start asking about them. You aren’t very good with identification of wildflowers but you also know that this could be a great nature experience for the children to get up close with these neat plants. What could you do to enhance this experience?

WITH THE MASTER NATURALIST PROGRAM YOU WILL:

- Support conservation efforts throughout Minnesota.
- Join a statewide network of over 1800 trained volunteers.
- Increase Minnesotans' understanding and appreciation of the natural world

EXPLORE . . .

- ♥ Discover Minnesota's natural treasures.
- ♥ Embark on community field trips.
- ♥ Find new favorite nature places

TEACH . . .

- ♥ Share your new knowledge with family and friends.
- ♥ Create educational materials.
- ♥ Lead groups outdoors.

CONSERVE . . .

- ♥ Monitor local natural areas.
- ♥ Restore ecosystems.
- ♥ Contribute to citizen science.

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Minnesota Master Naturalist
 University of Minnesota Extension
 Regional Extension Office
 46352 State Highway 329
 Morris, MN 56267-0471

www.MinnesotaMasterNaturalist.org
info@MinnesotaMasterNaturalist.org
 320-589-1711 or 1-888-241-4532



Become a Minnesota Master Naturalist

Volunteer to preserve Minnesota's natural environment



Photos by Peg Sarant

MISSION STATEMENT

The Minnesota Master Naturalist Program promotes awareness, understanding, and stewardship of Minnesota's natural environment by developing a corps of well-informed citizens dedicated to conservation education and service within their communities.

Find out how to become a Master Naturalist:

Visit www.MinnesotaMasterNaturalist.org or call 1-888-241-4532

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WHO CAN BE A MASTER NATURALIST?

Any adult who is curious and enjoys learning about the natural world, shares that knowledge with others, and supports conservation can be a Master Naturalist.

Do you like...

- hiking?
- bird watching?
- identifying wildflowers?
- being outdoors?

Then you will love being a Master Naturalist!

Study the outdoors and make a difference

A Master Naturalist completes a 40-hour, hands-on course with expert instructors and fellow learners natural history, environmental interpretation, and conservation stewardship.

Graduates are asked to conduct natural resource-related volunteer service, and together, contribute more than 50,000 service hours each year and impacting more than one million acres statewide.

Photo by Gary Hask



LEARN ABOUT MINNESOTA'S ECOSYSTEMS

The program offers three locally taught courses that correspond to Minnesota's three major ecosystems:

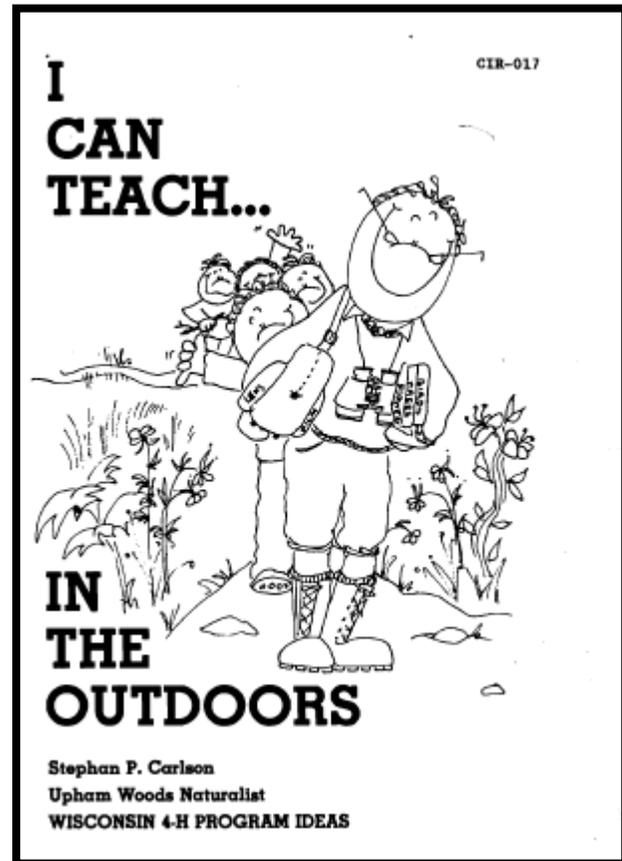
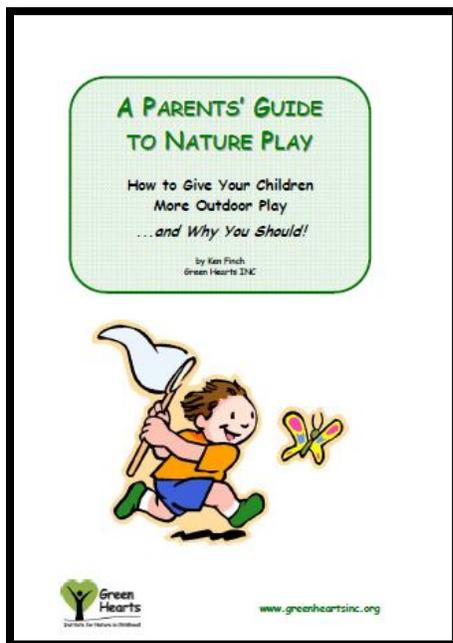


How do I get involved?

Visit our website for more information on Master Naturalist instructors, local partnerships, and available classes.
www.MinnesotaMasterNaturalist.org

Chapter Five Flash Drive Resources:

- Project GO Activity Calendar
- A Parent's Guide to Nature Play
- I Can Teach in the Outdoors
- Natural Teachers Network; Tools and Resources for Educators
- Outdoor Play for Every Day – A Parent's Guide to Overcoming Common Obstacles for Kids and Outdoor Play



Chapter Six

Behavior Management & Safety Outdoors

- Safety Tips & Scenarios When Taking Kids Outdoors HO 1
- Site Safety Policy **WORKSHEET** HO 2
- Field Trip Checklist HO 3
- Lyme's Disease HO 4
- Plants that Cause Skin Irritation HO 5
- Flash Drive Resources HO 6

OBJECTIVES

Project GO Leaders will be able to:

1. List ways to address behavior issues before they arise.
2. List tips to consider when planning outdoor activities for children.
3. Anticipate a variety of scenarios and issues that could arise during an outdoor program.
4. Understand the safety policies and procedures of their site/organization.
5. Explain mandated reporting and your role in the process of notifying the authorities of suspected child abuse or neglect.



Safety Tips & Scenarios

When Taking Kids Outdoors

1. **Choose Age-Appropriate/Ability-Appropriate Activities.** If you work with large groups of children on a regular basis, it is good to have an understanding of the general physical abilities of children at different age levels. This will allow you to plan program activities accordingly. If you work with groups of children that are diverse ages, it is best to choose activities that the smallest, youngest and less-able children can easily do otherwise the entire group will eventually suffer as everyone will have to stop when the smaller ones need to break or when a safety issue inevitably arises.
2. **Plan to take frequent breaks or stops during the activity.** The smaller the child, the more steps they must take to keep up with adults. Also, younger children tend to urinate more frequently than adults. Plan to rest and take potty breaks, especially if your activity will be over an hour long.
3. **Be Prepared.** Keep a first aid kit in your back pack along with sunscreen, insect repellent, a water bottle and a trail snack. Also, keep emergency contact numbers in the first aid kit as it is easy to forget common phone numbers when faced with an emergency situation. Always have a cell phone or site radio so you can call for help right away if need be, especially if off site.
4. **For all day outings, pack spare clothing, shoes and rain gear.** You never know when the weather is going to change suddenly or if someone is going to have an accident in their pants. It's a good idea to have dry clothes to change into to help prevent hypothermia, which is most common in the summertime.
5. **Inform older children of the key potential dangers relating to the specific site or recreation activity so that they can take precautions.** Example site dangers could be: deer ticks, rattlesnakes, poisonous/dangerous plants, steep bluffs, deep or fast moving water. Example recreation dangers could be: young beginning birders = don't look at the sun through binoculars, fishing = advise on proper equipment use for hook safety and on water safety and set boundaries on shoreline as to how far kids can go.

There are many ways we can advertise, plan and conduct our programs to ensure safety of participants!

Outdoor Scenarios

SCENARIO 1:

One sunny day, Mike, the SACC leader, is taking a group of second graders (8 year olds) out in the meadow in a nearby city park to look for butterflies. After 15 minutes, one little girl approaches Mike complaining of an irritating red rash that has developed on her legs. After looking around at the site, Mike realizes that the little girl has walked through a patch of stinging nettles. What could Mike have done to prevent this? What other things should Mike have done at the beginning of this activity to ensure safety of the participants?

SCENARIO 2

Alexa, the YMCA camp counselor, is enthusiastically leading a shoreline fishing activity at a pond. In her group of 12 kids, there is a young boy who has never fished before and is eager to catch a fish. Alexa is the only staff person working with the group and rushes to get everyone equipped and going. Within a few minutes the boy has broken the fishing pole and hooked himself in the finger. What could have been done differently?

SCENARIO 3

Kate, the 4-H Club leader, is leading a fossil fieldtrip for a group of 8th graders (13 year olds). Out at the fossil site, a boy is hit on the head from a rock that fell from above on the hillside after another boy climbed up to retrieve a fossil he saw. The boy on the hillside then slipped and fell approximately 10 feet, twisting his ankle and scapping up his arm. How could this have been avoided?

SCENARIO 4

Jose, the Boy Scout leader, is planning an overnight campout for his scout pack. He has never camped before and is eager to get the boys out of the city and into the woods. What are some things he should consider when planning ahead for this trip?

SCENARIO 5

Mohammed is a summer program leader for his local city parks and recreation department. He is leading a gardening activity for high school youth at a city park. During the activity, he overhears a couple of the teens using very foul language and throwing rocks into a mowed area. What might he do to address these behaviors and engage these kids?

SCENARIO 6

Kao is a volunteer at his local library where he leads youth programs. He is planning a field trip to a nearby refuge where the kids will learn about bird watching. Many children and parents have expressed fears of wood ticks and Lyme's disease. There is also hesitation about the children going on a trip that is outside of the immediate community/neighborhood. What are some things that Kao might do to ease the concerns of both the children and the parents?

Site Safety Policy WORKSHEET

To get an idea of what kinds of issues are addressed in a typical site safety policy, we will take a few minutes to review the information in an example policy from the Rochester YMCA. Each team is asked to describe the topic found on the pages they are assigned to review. The example site safety policy we will use for this activity can also be found on your flash drive for this chapter.

1. Pages 4 – 5: _____
2. Page 7: _____
3. Pages 8 – 9: _____
4. Pages 10 – 14: _____
5. Page 15: _____
6. Pages 18 – 19: _____
7. Page 20: _____
8. Page 21: _____
9. Page 22: _____

You are encouraged to review your own site safety manual upon return to your site. Does your manual address topics of concern for outdoor programming?

Rachel Carson Centennial

Field Trip Checklist

Field Trip Checklist

Field trips can provide a wonderful opportunity for students to learn more about the wildlife and environment in their backyard. The following are recommendations to ensure a successful and enjoyable field trip for both you and your students. Be sure to review the items below with your students before your field trip.

Proper Clothing

Hats, long pants, socks and comfortable walking/hiking shoes.

Other Equipment

Sun block, insect repellent, water bottles.

Mosquitos, Ticks and Other Insects

Wearing insect repellent, a hat and tucking your pant legs into your socks will keep ticks on the outside of your clothing. At the end of your field trip, have students check themselves for ticks and other insects before boarding the bus. Insect repellent, long pants, hats, and lightweight long sleeve shirts are all good ways to limit exposure to mosquitos.

Before the field trip, find out if any students are allergic to bee stings and, if so, make sure medications are provided by the parents and, when necessary, appropriately administered.

Snakes and Other Wildlife

Typically, snakes, along with most other animals, would prefer not to have contact with you or your students. If you do encounter a snake or other wildlife, do not panic. Give the animal plenty of room and a way to escape. Healthy respect for snakes, and all wildlife, is a good example to set for your students.

Planning Your Field Trip

1. Contact the refuge to arrange for your class visit.
2. Familiarize yourself with refuge trails, policies and resource information.
3. Prepare students for the field trip using one of the lessons included or by creating your own. Remind students that while this trip will be fun, school rules still apply.
4. Plan your field trip. Consider time constraints, location, academic standards to be addressed, lessons, and small group work. Include a back-up plan in the event of rain.
5. Plan for a safe trip. Investigate student allergies and other medical needs. Include a first aid kit on your trip.
6. Arrange transportation.
7. Recruit and prepare adult volunteers. Ideally, volunteers should be willing and comfortable assisting with teaching during the field trip. A good ratio of adults to students is 1:5. Be sure to share your field trip plan with the volunteers before the day of the trip.
8. Remind students and volunteers to dress for the weather and to wear clothes and shoes they don't mind getting wet or dirty.
9. Don't forget lunch! Bring trash bags to carry lunch trash back to the school.
10. Plan for fun. Being outdoors is a great experience with something around every corner.
11. Have a clear signal for getting everyone's attention and gathering students together. Practice before you go outside.
12. Explain to the children that if they get separated from the group, they should sit down and wait. Someone will come and look for them.
13. Discuss safety. If you will be near water, explain the potential hazards. If you will be walking in the hot sun, make sure there is drinking water and sunscreen for everyone.
14. Remember to consider the physical comfort of the students.
15. Set boundaries for students whenever you are conducting an outdoor activity in a large area.
16. Discuss behavioral expectations
17. Remind students how to identify poison ivy— "Leaves of three, let it be." If possible, point this out to the students at the beginning of the field trip. Suggest students take showers and wash clothes in hot water upon returning home.

PREVENTION

- When in the woods, wear a repellent with DEET or permethrin to avoid picking up ticks. Follow directions on the label.
- Create a barrier to ticks by tucking pants into socks or boots.
- Wear light-colored clothes so ticks are visible.
- Check and recheck for ticks.
- These precautions are most important during May-June and the fall.

TICK REMOVAL

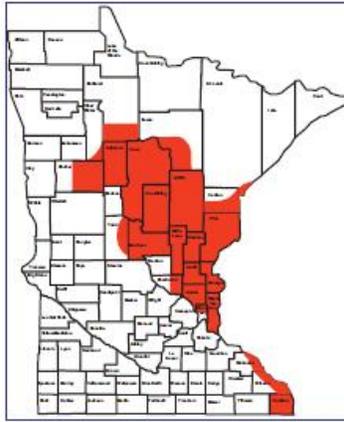
- Use tweezers to grasp the tick close to its mouth.
- Gently and S-L-O-W-L-Y pull the tick outward.
- Apply an antiseptic to the bite.
- Do not bum it off or use petroleum jelly.

Not all people bitten by a deer tick will get a disease. Not all deer ticks carry diseases. If a deer tick is infected, it must be attached for at least 24 hours before it can transmit Lyme disease.

Prompt removal of attached ticks prevents disease!



HIGHEST RISK AREAS



The risk of exposure to tick-borne diseases in Minnesota is highest in the shaded areas.

For more information contact:
The Minnesota Department of Health at:
651-201-5414 or 1-877-676-5414

or

Visit our Lyme disease website at:
www.health.state.mn.us/lyme



Infectious Disease Epidemiology,
Prevention and Control
P.O. Box 64975
St. Paul, MN 55164-0975
www.health.state.mn.us

MDH 208

IC#141-0596

LYME DISEASE

Signs and Symptoms

Diagnosis and Treatment

Other Tick-Borne Diseases

Deer Tick

Prevention

Tick Removal

Highest Risk Areas



LYME DISEASE

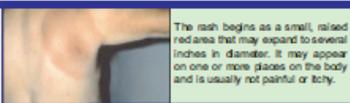
Lyme disease is an illness that may affect the skin, joints, nervous system, heart, and other areas of the body. People of all ages can get Lyme disease, which is caused by the bacteria, *Borrelia burgdorferi*. The bacteria are transmitted to humans by the bite of an infected deer tick. The deer tick (*Ixodes scapularis*) is also called the black legged tick.

SIGNS & SYMPTOMS

Recognizing the early signs and symptoms of Lyme disease is important.

If you have one or more of these signs and symptoms within 3 to 30 days after a deer tick bite or spending time in wooded areas where deer ticks are present, see your physician immediately.

- A characteristic skin rash, called erythema migrans, has a "bull's eye" appearance – a red ring with a central clearing.
- Not everyone recognizes or gets the rash.
- Not all rashes have central clearing.
- Fever and chills
- Fatigue
- Muscle and joint pain
- Headache



The rash begins as a small, raised red area that may expand to several inches in diameter. It may appear on one or more places on the body and is usually not painful or itchy.

If a person is not treated early in the disease, these late signs and symptoms may develop weeks, months, or years after the tick bite:

- Multiple rashes
- Facial paralysis on one side
- Weakness, numbness, or pain in arms and legs
- Irregular heartbeat
- Memory, concentration problems
- Chronic arthritis in one or more joints, usually the knees, which may be swollen and painful

DIAGNOSIS & TREATMENT

The diagnosis of Lyme disease is based on signs and symptoms, presence of the characteristic rash, and a history of exposure to deer ticks. A blood test may be helpful in confirming the diagnosis.

Antibiotics are used to treat Lyme disease.

Lyme disease is easiest to treat when diagnosed during the early stages.

OTHER TICK-BORNE DISEASES

Two diseases which appear to be less common than Lyme disease – human anaplasmosis and babesiosis – can also be transmitted by the deer tick.

The signs and symptoms of human anaplasmosis and babesiosis can be severe and include:

- High fever
- Muscle aches
- Chills and shaking
- Severe headache

Less frequent symptoms of anaplasmosis include nausea, vomiting, cough, and aching joints. Anaplasmosis and babesiosis can be treated with antibiotics and other medications by your physician.

THE DEER TICK

Deer ticks search for a host at ground level. Ticks acquire the disease agents from the white-footed mouse and other small mammals.



Enlarged stages of the deer tick appear next to an enlarged dime.
Top: Nymph
Lower Left: Larva
Right: Adult female

The images shown below represent the approximate sizes during different stages of a tick's life.

- **Larvae**
A deer tick starts as a 6-legged larva, which does not transmit disease.
- **Nymph**
Most cases of tick-borne disease are caused by the nymph, which looks like a freckle or speck of dirt. The nymph feeds from May through July.
- **Adult**
The larger adult ticks feed in fall and early spring, and are easier to see and remove. After feeding on deer, the female lays her eggs, which hatch into larvae in May and June.
- **Engorged adult female deer tick**
Only the nymphs and adult female can transmit disease. The adult female has a reddish-orange back.
- **Wood ticks (also called dog ticks)**
Larger than deer ticks, wood ticks have white markings on their back and do not transmit Lyme disease, human anaplasmosis, or babesiosis.

Plants That Cause Skin Irritation

Many plants are known to cause skin irritation in humans. People can respond to these plants in a variety of ways and not every single person may react in the same way. These plants can be broken up into five different categories:

1. **Poison plants** include poison ivy, poison oak, and poison sumac.
 - They all contain a toxin called urushiol oil.
 - This toxin is present in the sap of the plant. Touching this type of plant can cause skin rashes and blisters. Puss from blisters does not spread

the infection to others.

Common and Western Poison Ivy (*Toxicodendron radicans* and *rydbergii*): The main identification characteristic of poison ivy is the trifoliate leaves. The two opposite leaflets will have very little or no petiole and the terminal leaflet will be extended from the two opposite leaflets. Common Poison ivy can grow as a vine or low shrub while Western Poison Ivy grows as a nonclimbing shrub. Both produce greenish-white drupes which birds eat, spreading the seed. Distribution: Common throughout Illinois. Habitat: Fields, woods, bluffs, and disturbed areas.



Source: USDA

Poison Oak (*Toxicodendron pubescens*): Poison oak can also be identified by its trifoliate leaves. However, poison oak is a shrub with hairy leaves that have an oak-like appearance. It also produces greenish-white drupes which birds eat, spreading the seed. Distribution: This species is not native to Illinois and is only known from a single location in Pope County.

Poison Sumac (*Toxicodendron vernix*): A shrub or small tree, poison sumac can grow from 6 to 20 feet tall. The compound leaves have 7 to 13 leaflets that are elliptic to oblong. There are other non-poisonous sumacs in the Illinois landscape with a similar number of leaflets. One way to help identify between the toxic and nontoxic sumacs is that the drupes of poison sumac are hairless, drooping, and are green when immature, but then turn grey-white as they mature. The drupes of other non-toxic sumacs often have hairs on the drupes and are red to crimson. Poison sumac leaflets have smooth margins and do not have a winged main stem, while non-toxic sumacs may have serrations on the margins and will have a winged main



Source: Alabama Cooperative Extension

stem. Distribution: Uncommon in Illinois, mostly northeast Illinois, Coles and Woodford Counties. Habitat: Mostly bogs and marshes.

2. **Skin irritant plants** include, among others, spurges, poinsettias, pencil cactus, daffodils, hyacinths, buttercups, and trumpet creeper.

- These plants can cause skin irritations. Varies from person to person.

Spurges (*Euphorbia* spp. or *Chamaesyce* spp.): These plants often have a milky sap that is a mild skin irritant, but is also poisonous and considered to be carcinogenic. Like cow parsnip and giant hogweed below, exposure to the sun induces irritation. There are many plants that belong to this group. They include such notables as poinsettia, prostrate spurge, spotted spurge, and leafy spurge.



3. **Photo dermatitis plants** include mainly members of the Carrot family, like wild parsnip, and giant hogweed. The rue family, Rutaceae and the mulberry family, Moraceae, also have a few culprits including garden rue, gas plant, and fig trees.

- The reaction is caused by furocoumarin chemicals (psoralens) present in plants in combination with Ultraviolet A (UVA) light.
- After exposure to the plants sap and sunlight, blisters form in a few hours.
- When the blisters resolve, there is dark, streaky hyperpigmentation that can last for months.

Giant Hogweed and Cow Parsnip (*Heracleum mantegazzianum* and *maximum*): Although Giant Hogweed is rare in Illinois (found in Lake County, Illinois in 2006), this giant weed is important to be aware of. Giant hogweed can reach a height of 15 feet, its stems can be up to 4 inches in diameter, its leaves can be 5 feet broad, and the inflorescences can get up to 2.5 feet broad. Giant Hogweed typically grows along roadsides and edges of wetlands. Cow parsnip, which is a native species found throughout much of North America, grows in mesic to moist forests, most common in the northern 2/3 of Illinois (rare to uncommon in the southern 1/3 of the state). Cow parsnip has lobed leaves which are not as deeply lobed as giant hogweed's.

The stems of cow parsnip are green or light purple and have fine hairs giving it a fuzzy appearance, while giant hogweed has coarse hairs and purple blotches.



Giant Hogweed
Source: USDA APHIS PPQ Archive



Cow Parsnip
Source: USDA Plant Database

The reaction from giant hogweed is more severe than cow parsnip, resulting in large blisters and red to purple rashes that can scar.

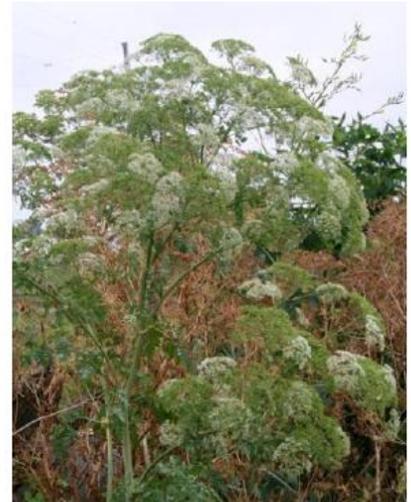


Wild Parsnip (*Pastinaca sativa*): The stem of wild parsnip is somewhat hairy, grooved, and 2 to 5 feet tall. Leaves are coarse, with saw-toothed edges. Flowers are yellow and arranged in an umbrella shape similar to other members of the Carrot family. If the juice from broken stalks, leaves or flowers contacts your skin and then is exposed to sunlight, a skin rash can result 24-48 hours later. Wild parsnip is easier to identify from the other photo dermatitis causing plants because of the yellow flower color. Distribution: Throughout Illinois, however, more common in the

Source: Illinois Department of Natural Resources

northern 2/3 of the state. Habitat: Fields, roadsides, pastures, prairie.

Poison Hemlock (*Conium maculatum*): This member of the Carrot family resembles wild carrot or an abnormally large parsley having the characteristic umbel inflorescence of small white flowers and leaves that extend at the bases sheathing the stem. You can tell poison hemlock apart by the presence of purple blotches on the stem. The leaves of poison hemlock are also more dissected compared to wild carrot and the plant reaches 3 to 7 feet tall. Although poison hemlock is more known for poisonings as a result of ingesting, the plant's natural oils may absorb through the skin.



Source: University of Illinois Extension

4. **Stinging plants** have nettles.

- Touching a nettle can cause a toxic reaction. However, the initial/immediate reaction does not last long and has no lasting effect.

Stinging nettle (*Urtica dioica*): Touching stinging nettle can produce itching and welting. This plant is armed with small hairs that, when touched, can inject a cocktail of histamine, serotonin, acetylcholine, and formic acid. Histamine causes an immune reaction in the body, serotonin and acetylcholine are neural transmitters and formic acid is the same compound involved in bee stings and fire ant bites. Stinging nettle often grows in patches and can become quite tall, growing about 2.5 to 6.5 feet tall, but usually remaining about 3.5 to 4 feet tall. Stems are unbranched and leaves are opposite, egg shaped and with serrated margins. Wood nettle (*Laportea canadensis*) is more common in Illinois and is the only nettle with alternate leaves. To identify nettles, look carefully at the stems to see if the obvious stinging hairs are present.



Source: Purdue Cooperative Extension Service

5. **Prickly plants** include, among others, thistles, roses, gooseberry, blackberry and raspberry bushes, and black locust and honey locust trees.

- Infection can result from an embedded thorn.
- A scratch can also cause an infection especially if dirt gets into the scratch.

Musk Thistle (*Carduus nutans*): Musk thistle, sometimes called nodding thistle because of the way its flowers often bend over or 'nod' toward the ground, is a biennial, living for only two years, and propagating through seed production only. Its leaves are alternate, lance shaped, and deeply lobed. Spines occur along the margins of each lobe. The stems of musk thistle are spiny and branched. The flower heads are terminal, nearly round, 3/8 – 2 3/4 inches wide, usually nodding and occur singly or in a cluster of a few heads blooming in late spring to early summer.



Source: University of Illinois Extension

References:

Illinois Poison Control Center fact sheet.

Mance, Dave. *Avoiding Rash Decisions: A Guide to Plants You Shouldn't Touch*. Center for Northern Woodlands Education. 2009

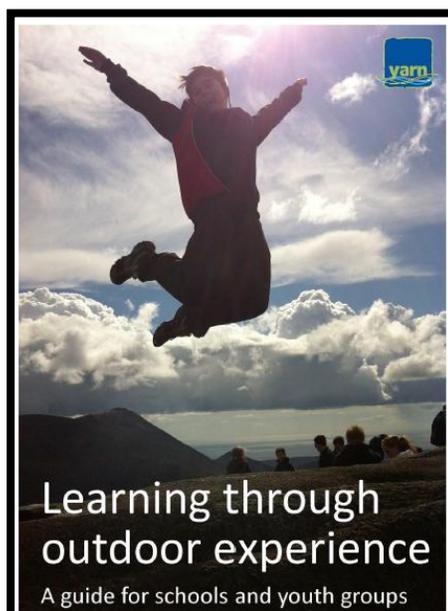
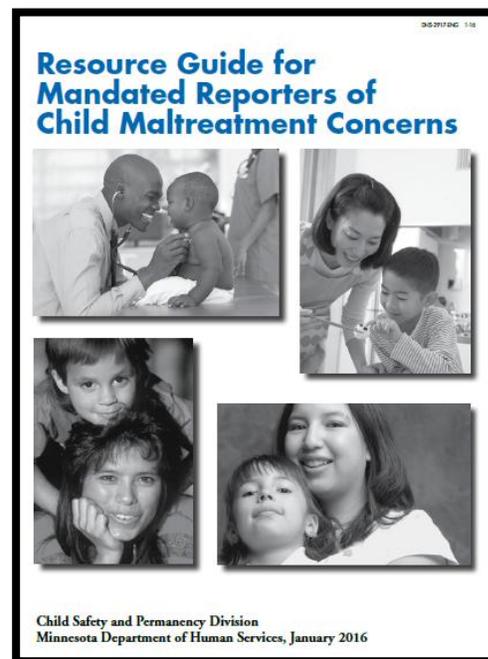
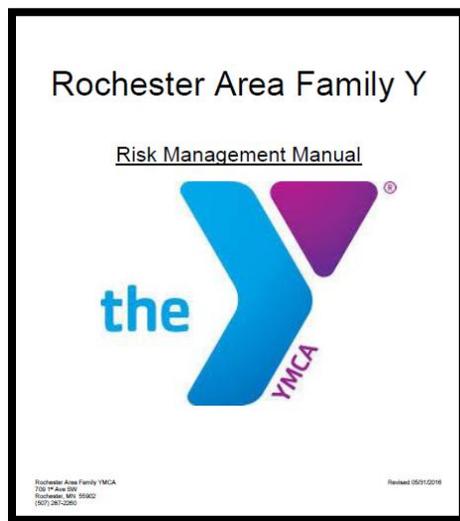
Nice, Glenn. *The "Don't Touch Me Plants"*. Purdue University Extension Fact Sheet. 2007.

Phyto dermatitis: Reactions in the Skin Caused by Plants, Safety & Health Assessment & Research for Prevention Report: 63-8-2001. Washington State Department of Labor and Industries. August 2001.

Skin Irritations Caused by Plants, Ohio State University Extension Training Module. 2006.

Chapter Six Flash Drive Resources:

- Dealing with Difficult Behaviors
- Examples of Positive Behavioral Intervention Strategies
- Factors that Influence Behavior
- Learning through Outdoor Experience: A Guide for Schools and Youth Groups
- Project GO safety form templates
- Rochester YMCA Site Safety Policy
- Resource Guide for Mandated Reporters



Chapter Seven

Community Asset Mapping

- The New Paradigm for Effective Community Impact – Asset Based HO 1
- Project GO Mapping Resources handout HO 2
- Community Green Space Score Card and Instructions HO 3
- Asset Mapping Exercise **WORKSHEET** HO 4
- Project GO – Crookston Parks Mapping Project handout HO 5
- Project GO Mapping Resources HO 6
- Flash Drive Resources HO 7

OBJECTIVES

Project GO Leaders will be able to:

1. Recognize the importance of asset mapping to build a community program.
2. Describe examples of how community mapping has been used by other organizations.
3. Access a variety of free tools available for developing community asset maps.





The following document was contributed to the Toolkit
by ABCD Faculty Member Dan Duncan.

The New Paradigm for Effective Community Impact – Asset Based

The New Paradigm for Effective Community Impact – Asset Based

	Needs/Deficit Based	Asset Based
Purpose	Changing Community through increased services	Changing Community through citizen involvement
Method	Institutional Reform	Citizen-Centered production
Accountability	Leaders are professional staff. accountable to institutional stakeholders	Leaders are widening circles of volunteer citizens. Accountable to the community.
Significance of Assets	Assets are system inputs. Asset mapping is data collection	Assets are relationships to be discovered and connected. Asset mapping is self-realization and leadership development.
Production Resource	Money is the key resource. Falls apart without money.	Relationships are the key resource. Falls apart when money becomes the focus.
Operating Challenge	How do we get citizens involved?	How do we channel and build on all this citizen participation?
System Dynamic	Tends to spread itself thinner over time.	Tends to snowball over time.
Evaluation	Success is service outcomes, measured mostly by institutional stakeholders.	Success is capacity, measured mostly by relationships.

Community Mapping Tools for Growing Your Children and Nature Network

Project Get Outdoors, Inc. is a small, non-profit organization headquartered in Wabasha, Minnesota. We connect under-served children to nature exploration through our grassroots approach of providing community organizations with training, consultation, resources and volunteers to empower local communities to implement their own unique out-of-school programs. We utilize a variety of outside tools to help Minnesota communities map existing assets, resources and potential partners and coordinate sustainable nature-based, youth programs. www.mnprojectgo.org

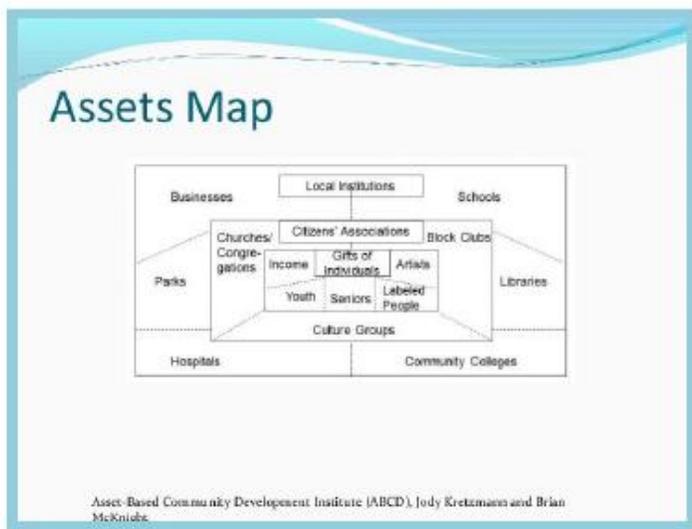


Asset Based Community Development

www.abcdinstitute.org

“Every single person has capacities, abilities and gifts. Living a good life depends on whether those capacities can be used, abilities expressed and gifts given. If they are, the person will be valued, feel powerful and well-connected to the people around them. And the community around the person will be more powerful because of the contribution the person is making.” Kretzmann and McKnight, 2003

Free on-line ABCD Resource Toolkit includes charts, worksheets, videos and a *Mapping Community Assets Workbook* outlining the processes of facilitating community dialogue (often town hall style), conducting a capacity inventory of community members, and coordinating a mapping gathering where a diverse group of community members put the assets identified through the inventory into a visual map or graphic and develop an action plan.



Google Earth Maps

<https://support.google.com/earth/?rd=2#topic=4363013>

Create a photo map to reflect the geographic reach of your effort and to inform and engage new potential partners, funders and volunteers.

Google Earth photo maps may be used to inventory the green spaces in a community and aid in program planning, public awareness and education, and documenting the increased outdoor awareness children and families gain through their involvement with your program. Examples on next page.



Photo at left: A group of Project GO kids work with program leaders to map out the green spaces in their community. This activity is done at the beginning of the year to see how familiar the kids are with their local parks, trails and nature areas.

Photo at right: At the end of the year, photos taken during Project GO field trips are uploaded to Google Earth to create a photo map of the outdoor spaces the children have explored within their local community. The map reflects to parents, community members and potential program supporters the increase in participant awareness, experience and knowledge of the outdoors and natural world.

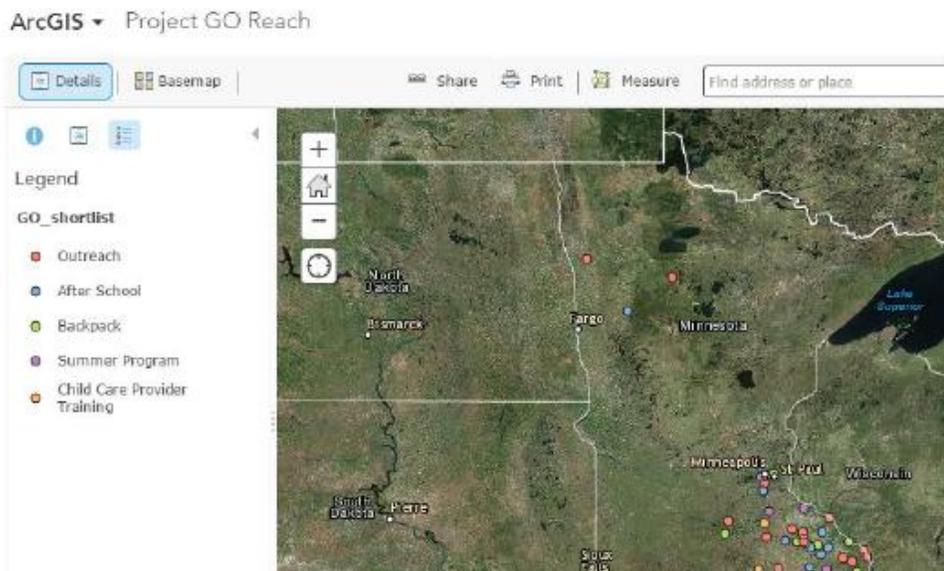


Arc GIS Story Mapping

<http://storymaps.arcgis.com/en/>

“Esri Story Maps let you combine authoritative maps with narrative text, images, and multimedia content. They make it easy to harness the power of maps and geography to tell your story.” Tutorials walk you through all aspects of designing your story map.

This is a new tool that Project GO is working to implement in order to provide community members with multi-sensory insights (audio, video, photo, artwork, etc.) into Project GO programs and youth participant experiences across a vast geographic area.





Community Greenspace Scorecard

COMMUNITY _____ DATE _____

OVERALL RATING: _____

NOTES:

NOTES:

	Approx. Size of Site (acres)	Accessibility	Access to Natural Features	Public Space	Green Corridor	Site Safety	SCORE (out of 20)
City Parks list each separately							
School Playgrounds list each separately							
School Natural Areas list each separately							
Athletic Fields list each separately							
Cemeteries list each separately							
Community Gardens list each separately							
Walk/Bike Trails list each separately							
Other Greenspaces list each separately							
TOTAL ACRES						Combined Scores	
Population							
Total m2 per person							
Values Greenspace (out of 75)					Value of Greenspace	+ Combined Scores	
4046.86m2 per Acre						FINAL TOTAL	

INTERPRETING THE SCORECARD

Each community/site is extremely different from the next in regards to the amount and quality of greenspace available for families and children to explore outdoors. This scorecard was developed as an informal way to inventory the available greenspace within a small community or neighborhood and to gauge the quality of that greenspace.

The scorecard provides an audit of the various kinds of greenspace that exist in the community by placing a numerical value for each type of greenspace. Individual greenspace locations receive a score based on the characteristics and features at each site, labeled in this exercise as Greenspace Quality Indicators. A final score is then tallied and an overall rating of “*needs a lot of improvement*”, “*needs some improvement*” or “*awesome*” is awarded to the community or neighborhood. The rating scale incorporates the points from the greenspace audit and also uses the population of the community or neighborhood to compare with the World Health Organization (WHO) recommendation that every city should have a minimum of 9 m² of green space per person. (The Smart Cities Council suggests an optimal amount would sit between 10 and 15 m² per person. One of the greenest cities in the world is Curitiba in Brazil, with 52 m² per person. <http://smartcitiescouncil.com/article/dissecting-iso-37120-why-shady-planning-good-smart-cities>)

GREENSPACE QUALITY INDICATORS

Accessibility (up to 5 points)

Not separated from neighborhood by busy street or highway.
No fees to enter.
Walking or cycling path to park.
Signage clearly directs people to park.
Information at site is available in multiple languages.

Access to Natural Features (up to 5 points)

Site is natural (has trees and/or uncut vegetation, wildlife use the site), semi-natural or constructed.

Public Space (4 points)

Site Safety (up to 5 points)

Cross walks or other safety structures for pedestrians are in place.
Families use the site.
Crimes do not regularly take place at the site.
Law enforcement or site staff patrol the area regularly.

Green Corridor (up to 1 points)

Site has nature and connects to nearby nature spaces to form a corridor for exploration.

Values Greenspace (up to 75 points)

Does not meet the World Health Organization recommendation of 9m² per person
Meets the WHO recommendation
Exceeds the WHO recommendation (up to 15m² per person)
Greatly exceeds the WHO recommendation (over 15m² per person)

Community Mapping WORKSHEET



Use this worksheet to brainstorm existing assets in your neighborhood that might contribute to an outdoor program for youth at your site. Consider the following:

- Do you already have site volunteers or parents who have an outdoor hobby they might share?
- Are there local conservation or outdoor organizations that offer outdoor activities (community gardens, Audubon, Sierra Club, Master Gardeners, Master Naturalist volunteers, scouts, 4-H, sportsmen's club, etc.)
- What government agencies might assist? (DNR, SWCD, FWS, NPS, schools, universities, etc.)
- What greenspaces are nearby and accessible?
- What equipment do you have access to for outdoor programming?

Playgrounds on the Map

- Heven Lane:** Heven Lane & Radisson Road
Swings, Slide, Basketball Court, Rocking Toys
- Johnson Park:** Stephens Drive & Radisson Road
Swings, Slide, Climbing Toys, Picnic Table
- Crookston Sports Center:** 801 Fisher Avenue
2-5 Year Play Structure, Ice Skating Rinks, Artificial Turf, Walking Track
- North Broadway (Spider):** N Broadway & 6th Avenue NW
Climbing Structures, Swings, Picnic Table, Green Space, Rocking Toys
- Evergreen:** Evergreen Drive & Cedar Court
2-5 & 5-12 Year Play Structure, Basketball Court, Swings, Green space, Picnic Table
- Schuster Park:** Memorial Drive & Locken Boulevard
5-12 Year Play Structure, Tennis Courts, Basketball Court, Shelter, Swings, Green Space, Picnic Tables
- Washington School Playground:** Birch St & Grant St
2-5 & 5-12 Year Play Structure, Swings, Basketball Court
- Stearns (5 Corners):** Stearns Street & N Broadway
Swings, Slide, Rocking toys, Basketball hoop
- Alexander (Apple):** Alexander Street & 4th Avenue NE
Swings, Slide, Basketball Court, Climbing Toys, Rocking Toys, Green Space
- Highland School Playground:** 715 Central Avenue N
5-12 Year Play Structure, Swings, Green Space
- Highland Complex:** Central Avenue N & Barretto Street
2-5 & 5-12 Year Play Structure, Skate park, Baseball Field, Softball Diamonds, Tennis Courts, Horseshoe Court, Basketball Court, Shelter
- Walsh:** Walsh Street, Linden Avenue, & Summit Avenue
2-5 year play structure, Swings, Shelter
- Eugene Field:** Nelson Street & Woodland Avenue
5-12 Year Play Structure, Swings, Basketball Court, Shelter & Picnic Tables
- Crookston Indoor Community Pool:** 320 E 4th St
- Central Park:** Central Park Drive
Camping, Frisbee Golf, Green Space
- Castle Park:** Castle Street & Carroll Street
2-5 Year Play Structure, Natural Play Space, Dog Park, Green Space, Woodland Trails
- Maplewood:** W Loring Street
5-12 Year Play Structure, Green Space, Picnic Tables
- Locken:** S Ash Street & E Robert Street
Sitting Area, Green space, Wooded area, Trail
- Wildflower:** S Main St & Hwy 75 S
Gardens & Benches
- Old Museum:** Washington Avenue & Jerome Street
Basketball court, Swings, Sand Diggers, Rocking Toys, Rocking toys
- Wildwood:** Myrtle St.
2-5 & 5-12 Year Play Structure, Green Space, Basketball hoop, Shelters, Restrooms
- Crescent:** Crescent Ave
Slide, Rocking Toys, Picnic Table
- Carmen:** Erskine St & 5th Ave S
2-5 & 5-12 Year Play Structure, Volleyball Courts, Soccer Fields, Green Space, Shelter

Contact Information:

Crookston Early Childhood Initiative

Gina Gunderson, Local Coordinator
1601 Evergreen Dr
Crookston, MN 56716
Email: ggunderson@gra.midco.net

Project Get Outdoors

Alysa Zimmerle, Local Coordinator
Valley Technology Park
510 County Rd 71, Ste 119
Crookston, MN 56716
Email: amszdp@umn.edu

Polk County Public Health

Kirsten Fagerlund, SHIP Coordinator
Statewide Health Improvement Program
721 S. Minnesota St
Crookston, MN 56716
Email: Kirsten.fagerlund@co.polk.mn.us



Crookston Parks & Trails

Brought to you by



Safety Tips for a Successful Outing!

General:

- Have a first-aid kit handy with Band-Aids, antibiotic ointment, Kleenex, sterile gauze pads, and tweezers
- Protect skin with sunscreen or appropriate clothing such as hats and long sleeves
- Keep emergency numbers on hand such as a nurse hotline and poison control
- Make sure kids have their address and family numbers memorized

Playground:

- Avoid faulty playground equipment and report to City Parks and Recreation
- Explain your playground rules to your kids before getting to the playground—no pushing, take turns, use equipment how it's intended
- Make sure equipment use is appropriate for children's age

Nature-Play:

- Teach kids what poisonous plants look like
- Always check for ticks after playing outside
- Free-play is important for children, but set boundaries of where they can and cannot go

More than just Playgrounds!

Trails:

Trails are a great way to explore your community and get your family moving! Be adventurous and try out different traveling methods—biking, rollerblading, scootering, or snowshoeing! Hint: if kids are getting cranky before you arrive home—make a game out of it! Play I-Spy, or 20 questions to keep minds occupied.

Picnics:

Be creative! Make it fun and interactive with the kids by making meals from veggies you picked from the garden, or go to a local farmer's market and let your kids pick something out! Try different settings out—by the river, on the grass, or on a picnic table. They're a great way to create long-lasting memories with your family!

Use Your Imagination:

Create a scavenger hunt by looking for animal tracks & houses, flower colors, or bird calls. Make an obstacle course out of playgrounds or natural elements like logs and rocks. Take your family on a sensory walk by noticing different smells, temperatures in areas, or the feeling of the terrain and colors of the trails. Make a play by pretending to be an animal

Get to know Crookston's Parks & their Fun Amenities!

Key

- Trails (Green line)
- Sidewalks (Red line)
- Schools (Yellow square)
- Roads (Grey line)
- River (Blue line)

Ages for Parks

- All Ages (Blue circle)
- Ages 5-12 (Orange circle)



16 Castle Park: Castle Street & Carroll Street
This park is fun for all ages! There is a 5-12 year play structure near the dog park on one end, and on the other end is a natural play space, where kids can play with natural elements and hiking trails. A great place to run off some energy, this park has a bountiful amount of green space, as well as a large shelter. It's the perfect outdoor destination!

21 Wildwood: Myrtle St.
This quiet secluded park provides a 2-5 year & 5-12 year play structure, swings, a large green space, basketball hoops, shelters, & restrooms. It's the perfect destination for a quiet picnic, reading time, or for reflection!



3 Crookston Sports Center: 801 Fisher Ave
The sports center has three ice rinks, artificial turf activities, and a walking track. The perfect amenities for a piping hot summer day, or a bitter winter evening. When you can't depend on the weather outside, this is a great place to go!

5 Evergreen: Evergreen Drive & Cedar Court
This family friendly neighborhood park provides play structures for all ages, along with a basketball hoop and green space. This park is a great stop while biking or walking along the trails on the north end of town.

7 Washington School Playground:
724 University Avenue
This enhanced school playground provides opportunities for our youngest children along with a 5-12 year play structure, swings, and basketball hoops. A perfect place to head on your evening walk or bike ride.

Project GO Mapping Resources

- **Resources for Community Asset Mapping**
 - Northwestern University - ABCD Institute
www.abcdinstitute.org/toolkit/
 - Advancement Project – Healthy City Community Research Lab – Participatory Asset Mapping www.communityscience.com/knowledge4equity/assetmappingtoolkit.pdf

- **Tools for gathering asset mapping data**
 - US Census data
 - ✓ Access the State Demographer’s office at www.mn.gov/admin/demography/
 - ✓ Select “Data by Place”
 - ✓ Select “Zip Code Data”
 - ✓ Select “Common Facts Tool”
 - ✓ Enter your zip code
 - ✓ Select “demographic estimates”
 - Inventorying local businesses and community organizations
 - ✓ Access the League of Minnesota Cities at www.lmc.org
 - ✓ Select “MN Cities and the League”
 - ✓ Select “Cities of MN”
 - ✓ Access online directory
 - ✓ Select your city
 - ✓ Click on your city website
 - ✓ Find chamber of commerce or list of local businesses (chamber directory)
 - ✓ Can also explore churches, religious institutions, schools, community organizations
 - ✓ Can also explore parks and local attractions including recreation programs

- **Tools for Inventorying Green Space**
 - Use Google Earth to explore green spaces
<https://www.google.com/earth/learn/beginner.html>
 - Jane Goodall’s Roots and Shoots – Mapping Tools
<https://rootsandshoots.org/mapping>
 - Using ArcGIS Story Maps to tell your story
<https://storymaps.arcgis.com/en/>

Chapter Seven Flash Drive Resources:

- Project GO Green Space Mapping Lesson Plan
- Instructions for Manually Geo-tagging Photos for Google Earth Tour
- Project GO Asset Mapping worksheet templates

Community Mapping Activity for Project Get Outdoors

Topic: Youth-led community mapping activity for Project Get Outdoors

Objective: To help youth collaborate together to gain wider and more extensive knowledge of the resources available to them in their own communities, while simultaneously developing the important leadership and social skills that are essential to becoming an active citizen.

The activity would preferably be done on a backdrop of outdoor recreation and learning. So it is hoped that places the youth choose to map, if not outdoor areas, will have some kind of significance to the outdoors.

Here are a few examples of outdoor areas that could be mapped:

- Parks
- Sport fields
- Any area that is not developed in some way
- Environmental organizations, clubs and businesses
- Recycling areas
- Hiking, and bike trails
- Places to rent outdoor recreation equipment

Preparation:
If working without a whiteboard or chalkboard cut a large (at least something close to 3x5ft). Also go on the website for the community and search around for outdoor resources to remind the youth of if they ask for help or appear to be really stuck. Ideally this activity would be carried out on one of the first days the new school year so it could be used for reference later on in the season. Also, the closer to win

Materials:
Pre-Walk around

- Post-it Notes (Standard Size)
- Pens/pencils/markers
- Whiteboard markers/ chalk (if using whiteboard or chalk board)
- Large sheet of paper if white board/chalk board is not available

Walk Around

- Camera (Disposable/Digital)
- Appropriate clothing for the season

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Youth Programming Needs Worksheet

Use the information from the Community Asset Surveys and planning meeting discussions to fill in the chart below.

Agency/Program	Needs/Gaps	Resources agency can contribute toward this program	This program can help by:
Local School Age Child Care Program			
Community Education			
City Park and Recreation Department			
Organizations that sponsor after school programs			
Library Programs			
Church-sponsored programs (Eg. Logan, 688888, etc.)			
Other:			
Other:			

Project Get Outdoors, Inc.
Revised, 2017

Chapter Eight

Practice Activities

- Sample Activity Instructions HO 1
- Activity Trunk Description Sheet HO 2
- Flash Drive Resources HO 3

OBJECTIVES

Project GO Leaders will be able to:

1. Participate in a number of outdoor activities to use at your site.
2. Build confidence in knowing you can lead outdoor nature programs.
3. Practice developing and leading an outdoor activity.



Example Outdoor Activities

1. Creature Homes

- Have participants pair up. Have each pair reach into the bag and grab a “creature” (these are old McDonald’s happy meal toy creatures).
- If possible, have participants spread out in the green space and work in their teams to build a home for their creature using natural items on the ground (leaves, sticks, rocks, pine cones, etc.). Encourage creativity by bribing with a prize for the most creative creature home.
- After about 15 minutes, call everyone together and tour the homes.



2. Alphabet Walk/Color Walk

- Handout alphabet cards or color paint swatches to the same pairs. Explain that teams are to search for things outdoors that begin with the assigned letters on their cards or the colors on their cards. They can shout out the things as they find them so the rest of the group can hear.
- Take a 15 minute walk to see what you can find.



3. **Nature Journals**

- Give each participant five pieces of paper and have them fold the paper in half to make a book.
- Open the paper and use the hole punches to make a hole near the top and bottom on the inner seam.
- Place the stick on the outside edge of the book binding and thread a large rubber band through the two holes and around the stick and each end, creating a binding to hold the book together.
- Have participants decorate their nature journals with stamps, markers and pencils. Have them each make an entry in their journals about something they saw or observed on the walk.



4. **Stick Rafts**

- Have each participant collect 5 sticks while you take a short walk.
- Upon return to your site, group participants into small teams and give each team a small handful of pre-cut strings or yarn.
- Challenge them to design a raft using the sticks and strings.
- The winning team will be the team who builds a raft that can float while holding a small rock for weight.



Project GO Activity Trunk Library

The below listed activity trunks are available to all Project Get Outdoors Leaders who have completed a Program Agreement form. Activity trunks may be checked out for free use at your program sites. Please try to plan your activities in advance and make reservations to use the trunks by contacting the appropriate site host where the trunks are stored.

For an updated list of who to contact to reserve the trunks, please visit the “**Program Leaders**” page on the Project GO website at www.mnprojectgo.org .



Bird Watching

Includes: Binoculars, field guides, toy birds, bird puzzles



Fishing and Fish Printing

Includes: Make your own pop can fishing pole supplies, fully equipped tackle box, rubber fish, painting supplies



Nature Journals

Includes: Rubber bands, hole punchers, stamps, ink pads, stencils, color pencils and paper



Intro to Camping

Includes: Four tents, samples of camping gear and safety supplies (to be used to demonstrate camping basics and safety – **NOT** for real overnight camping)

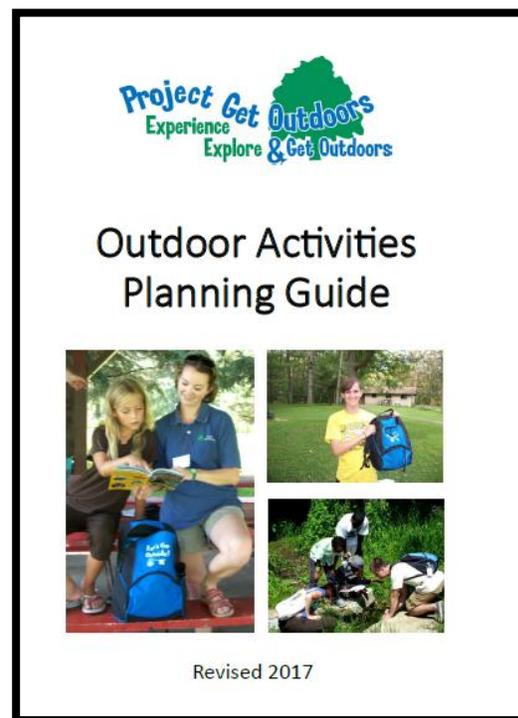


Insect Collecting

Includes: Hand nets, pop-up bug house, observation containers, hand lenses, field guides and insect puzzles

Chapter Eight Flash Drive Resources:

- Minnesota Public Lands Jeopardy power point presentation
- Project GO Activity Calendar
- Project GO Outdoor Activities Planning Guide



Chapter Nine

Where Do We Go From Here?

- On-going Support from Project GO HO 1
- Don't Have a Partners Site? HO 2
- Staying in Touch Checklist HO 3
- Program Planning **WORKSHEET** HO 4
- Flash Drive Resources HO 5

OBJECTIVES

Project GO Leaders will be able to:

1. Recognize the varied Project GO resources available to you for on-going program support.
2. Access templated forms and documents to use with your program.
3. Understand the partnership agreement requirements for maintaining long-term support from Project GO.
4. Start envisioning how a program can work at your site.



Ongoing Support from Project GO

Project GO offers a variety of resources and services to assist our partners with program planning and implementation.

RESOURCES

- Equipment trunk sharing
- Newsletter
- Publicity through social media (Website, Facebook, Twitter, etc.)
- Grant opportunities & volunteer matching
- Partner networking
 - Children and Nature Network
 - US Fish & Wildlife Service
 - National Park Service
 - Minnesota Department of Natural Resources
 - ✓ State Parks “*I Can!*” series
 - ✓ MinnAqua

SERVICES

- Project GO Certification (fee per participant)
 - 8 hour training (8 CEUs)
 - Each participant receives a Workbook and Activity Backpack
- Project GO Re-certification every 5 years (\$fee per participant)
 - 2 hour on-line training (2 CEUs)
 - Update with latest trends
 - Learn new techniques and resources for connecting kids to nature
- On-site Consultation (fee/site)
 - Prepare site assessment
 - Green space mapping
- Child Care Provider Training (fee/hour per participant)
 - Meets Parent-Aware Certification
 - Both 2-hour and 4-hour courses available

PRODUCTS

- Activity Backpacks (\$150 each)
- Nature Field Guides – Guide to Nature in Minnesota (\$10 each)
- Project GO partner site - metal sign (\$25 each)

Don't Have a Partner Site?

No problem. There are a variety of ways you can connect with a local organization to be able to help get kids outdoors.

It is very important to work through a partner organization in order to protect yourself and the children from potential safety and liability issues. Partner sites will need to conduct the volunteer screening/background checks and provide the liability coverage for a program. Partner sites also have the opportunity to submit grant applications and fundraise for a program.

Use the list below to help identify a place where you may be able to share your outdoor interests and new skills and knowledge with youth.

In Your Community

- Schools
 - Community Education through local school districts
 - School Age Child Care (after school/latch key programs)
- Youth Center
 - Boys and Girls Club
- Recreation Center
 - YMCA
 - Athletic Club
- Library
- Servicemen Groups
 - Lion's Club International
 - Kiwanis
 - Elks Lodge, Moose Lodge, etc.
 - Rotary Club

National Youth Programs

- 4-H
<http://4-h.org/>
- Boy Scouts of America
<http://www.scouting.org/>
- Girl Scouts
<http://www.girlscouts.org/>
- Campfire USA
<http://campfire.org/>
- American Heritage Girls
<https://www.americanheritagegirls.org/>

Staying in Touch: CHECKLIST

After your initial Project GO certification, we want to stay in touch with you! Below is a checklist of ways to keep connected.

WHENEVER

- ✓ Market your Project GO program to families in your community. Request a Project GO sign to hang at your site to publicize your program.
- ✓ Share photos and stories of your outdoor programs on the Project GO Facebook Page.
- ✓ Submit volunteer stories from your programs so we can highlight them in the Project GO newsletter.
- ✓ Share your activity ideas. Let us know what you did that the kids loved!

ANNUALLY

- ✓ Complete the annual partner survey when you receive it via email. This information will help us secure grants for more cool equipment and resources to share with you!
- ✓ Make sure your organization completes the MOU every two years to renew the partnership and continue accessing Project GO equipment and resources.

EVERY FIVE YEARS

- ✓ Complete the two-hour online re-certification course to stay up-to-date with the newest trends, resources and outdoor activity tips.

Program Planning WORKSHEET

Use the information you noted on the *Getting to Know Your Neighborhood* and *Community Mapping* worksheets to start brainstorming how a program might work at your site or in your community.

<u>Day of Week</u>	<u>Time</u>	<u>Key Partners</u>	<u>Program Leader(s)</u>
<hr/>			

<u>Week</u>	<u>Activity/Theme</u>	<u>Volunteer(s)</u>	<u>Greenspace</u>
<hr/>			

Chapter Nine Flash Drive Resources:

- Project GO Partnership Agreement
- Project GO Annual Survey
- Project GO form templates



GO Site Agreement Form

This agreement between Project Get Outdoors, Inc. (Project GO) and _____ (your organization/community group) sets forth procedures and policies concerning training and resources provided by Project GO, including the GO Activity Backpacks and Themed Equipment Trunks.

1. The _____ (organization/community group) agrees to be labeled as a "GO site" to be conveniently identified by Project Get Outdoors, Inc., and agrees to use the name "Project Get Outdoors" in any promotional materials or advertisements concerning the training and GO Activity Backpacks and Themed Equipment Trunks and any programs or activities made possible through the use of these resources.
2. The _____ (organization/community group) must carry their own liability insurance and must have a procedure in place for screening volunteers or must partner with another community organization that can provide these services. Project GO does not provide any volunteer screening or insurance liability services.
3. The GO Activity Backpack will be issued to each staff member or volunteer of _____ (organization/community group) who completes the 8-hour Project GO Certification program. Backpacks may also be purchased individually for \$125 each.
4. Project Get Outdoors, Inc. will provide select Themed Equipment Trunks to your organization/community group upon request free of charge (depending on Project GO funds and availability).
5. All personnel that use the GO Activity Backpack and/or Themed Equipment Trunks are encouraged to complete the Project GO Leader Certification training.
6. Program Leaders are to plan, promote, and lead outdoor activities, as well as be the communicator between their site staff and volunteers, the Project GO facilitator, and the other program enhancing partners.
7. Site volunteers are encouraged to gather photos and stories to share on social media.
8. At the end of each year, Project GO will send an annual survey to the _____ (organization/community group). Partner sites are highly encouraged to share photos and site stories as part of the annual survey.

By signing, I verify to uphold this agreement on behalf of my organization/community group.

NAME _____ DATE _____

Project Get Outdoors Annual Survey

Project GO Program Leaders and partner sites are asked to complete an Annual Survey at the end of each calendar year. Survey results help us to measure the impact of Project GO programs and the information from the surveys is also used in our grant writing efforts.

Please take a few minutes to complete the following survey. The survey consists of 10 short questions.

Thank you for your help!

1. What is your full name: _____
2. What site do you represent: _____
3. What town do you serve: _____
4. What year did you first receive Project GO Leader Training: _____
5. Estimate the number of nature-themed activities you offered this year: _____
6. Estimate the total number of children who participated in your nature-themed programs: _____
7. Estimate the demographic breakdown of the children who participated in your nature-themed programs:

_____ % Male	_____ %Age 0-5	_____ % White ethnicity
_____ %Female	_____ %Age 6-10	_____ % Non-white ethnicity
	_____ %Age 11 – 13	_____ %Mixed ethnicity
	_____ %Age 14 – 17	
	_____ %Age 18 – 21	_____ %Qualify free/reduced lunch

Chapter Ten

Wrap Up

- Project GO Backpack Checklist HO 1
- Project GO Volunteer Matching Opportunities HO 2
- Flash Drive Resources HO 3

OBJECTIVES

Project GO Leaders will be able to:

1. Present proof of certification to your employer or school.
2. Begin using your Activity Backpack and other resources for programming.



Activity Backpack Checklist

Items in the backpack are listed in alphabetical order.

- ✓ Activity calendar
- ✓ Bandanas (3)
- ✓ Balloons
- ✓ Binoculars
- ✓ Bubbles
- ✓ Bug box
- ✓ Bug net
- ✓ Chalk
- ✓ Clipboard
- ✓ Cloud frame
- ✓ Duct tape
- ✓ Field guide
- ✓ First Aid kit
- ✓ Foam ball
- ✓ GO cards
- ✓ Journal with pen
- ✓ Magnifying glass
- ✓ Paint swatches
- ✓ Parent's Guide to Nature Play
- ✓ Pop-up bug habitat
- ✓ Rope (50 foot)
- ✓ Ruler
- ✓ Whistle

Volunteer Matching Opportunity

Project GO Leaders and partner sites have a unique opportunity to access volunteer matching data for your specific county.

Project GO is working to develop a county-by-county inventory of adult volunteers throughout Minnesota who are interested in sharing their outdoor skills and interests with youth groups.

Certified Project GO Leaders can email a request to Project Get Outdoors to receive a list of nature volunteers for your county. Below is an example of how we can search our database.

Program sites and partner organizations will be responsible for screening and training volunteers.

EXAMPLE VOLUNTEER MATCH REPORT

COUNTY	TOPIC/SKILL	VOLUNTEER EMAIL	TOWN	TRAININGS/CERTIFICATIONS
Winona				
	Animals (wildlife)			
	Archaeology			
	Arts & Crafts			
	Bird Watching	Jane.doe@yahoo.com	St. Charles	Project Flying WILD
		John.Doe@aol.com	Winona	Audubon member
	Camping			
	Canoeing			
	Fishing	John.smith@gmail.com	Lewiston	MinnAqua certified
		Jane.doe@gmail.com	Winona	Fly fishing instructor
	Flowers			
	Hiking	abcd@yahoo.com	St. Charles	
	Insects			
	Snowboarding			

Chapter Ten Flash Drive Resources:

- Example Project GO Leader Certificate





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