***Future Forest Steward Educator/Helper Guide***

(Updated 5/21/2015)

Welcome to the Future Forest Steward Program (FFSP) and thank you for your willingness to serve as a youth educator or helper. Pennsylvania youth often know very little about the forests and natural areas that cover the state, and they need willing adults to facilitate learning opportunities. You do not need to be an expert about forests or forestry for this project with youth, but an interest and willingness to learn right along with youth is required! The Future Forest Steward Program is most suitable for children ages 8 - 13 years old.

The FFSP is very flexible. It involves youth reading the *Future Forest Steward* publication (individually or as a group), discussing the questions, and then participating in a forest stewardship activity. This guide contains a list of suggested activity ideas, but you can design your own activity as well. After you complete these three steps, submit the “Tally Sheet” (in the back of this guide) to receive a Future Forest Steward recognition award for each participant. It is that simple! However, the benefits are far reaching. This program encourages youth understanding about forest stewardship, collaborative learning through discussion, and hands-on learning through activity. It also raises awareness of stewardship concepts and the importance of being a steward of the natural world. Today’s youth will be responsible for the forests that give Pennsylvania its very name, and they will pass them on to future generations.

***Reading the Future Forest Steward Publication***

The *Future Forest Steward* publication uses a series of “key” topical questions and answers, with additional “thinker” questions (without answers) to encourage discussion and thought. The key questions are in a large, orange font on each page, and a green or white acorn () precedes each thinker question in the text or photo captions.

The key questions help present the critical content about forest stewardship that youth should learn. They may read these individually, or read and present them to one another in a group. Reading aloud or silently is fine; whichever works best for the youth involved and situation. The reading level of this publication is Grade 5, but this does not mean that younger children cannot understand these concepts and that older youth will not be challenged to think as well. Read the key questions in the order presented. They start with very basic information and progress to more abstract concepts based on the initial information. This guide also provides a glossary. Further reference information and resources about forest stewardship and the FFSP is available at: [ecosystems.psu.edu/youth/sftrc/future-forest-steward](http://ecosystems.psu.edu/youth/sftrc/future-forest-streward)



***Discussing the***  ***“Thinker” Questions and the Matching Activity Answers***

***in the Future Forest Steward Publication***

Use the questions proceeded by an acorn () , the “thinker” questions, to initiate discussion among group participants or to get individuals thinking about what they have just read. These are more than yes/no questions, and many do not have one correct answer. You might assign specific questions to a small group to discuss and answer or you may ask individuals to write their responses as they read the publication. Again, do what works best for your group and situation, but encourage sharing among youth so they can experience different perspectives and views on forests and wildlife. Here are some answers and thoughts about each of the thinker questions listed in order by page number.

**Page 2**

* ***(Column 2) Do you care about forests? Why?***

This question is first to encourage participants from the start to think about how they care for or feel about forests and why. It is not a yes/no question. It is an opportunity for youth to discuss what they like or dislike about forests and why these things are important to them. Do not let them resort to an “I don’t know why” response; attempt to draw out specifics on why they feel the way they do.

* ***(TOTAL MAKEOVER) Can you find at least five seasonal differences between these two pictures?***

There are many *visual* differences between these two seasonal pictures. They include green plants on the forest floor in the summer, a blanket of snow on the ground in the winter, green leaves on many trees in the summer, darker shade in the summer forest, snow on the tree branches in the winter, and better visibility through the forest in the winter. *Non-visual* winter differences might include frozen ground, frozen water in steams, colder air temperatures, hibernating insects and wildlife, and little or no tree growth in the winter. Thinking about these non-visual differences is more abstract and challenging; however, it will encourage deeper reflection and thought.

* ***(TOTAL MAKEOVER) Which of the four seasons (spring, winter, summer, or fall) do you like best? Why?***

Obviously, there is no right answer to this question, but have the youth participants explain why they find their favorite season preferable and what they enjoy doing during that season. Their answers may surprise you, and while their answers may have nothing to do with the outdoors at all, try to relate them back to the things that are happening outside during their favorite season.

**Page 3**

**MATCHING ACTIVITY - *WILDLIFE SIGNS: Match each wildlife sign in the pictures with the six animals that made them?***

Photo 1. An eastern chipmunk (E) was chewing on these acorns. Acorns such as these provide food for many wildlife species such as deer, turkeys, bears, and squirrels. Noting that the acorn on the left is not completely eaten, perhaps the chipmunk was scared off by a fox trotting through the woods looking for its next meal. Chipmunks have three different calls from which they earn their name. The loudest is a “chip” call that sounds like that of a bird.

Photo 2. A pileated woodpecker (A) was looking for food in this tree trunk. This species "drills" rectangular shaped holes in rotten wood to find carpenter ants and other small insects. Pileated woodpeckers are the largest wood peckers in our woods and they have a loud whinnying call.

Photo 3. Male white-tailed deer (D), called “bucks,” drop their antlers each year in late winter. Many people enjoy looking for dropped antlers, called “sheds,” during the spring and summer. However, if people do not find them, they do not go to waste. Small rodents such as mice chew on sheds to obtain the calcium they need in their diets.

Photo 4. Winter snow is a great place to observe wildlife tracks. These are the snow tracks of a wild turkey (F). They are 3-5 inches long with 3 long (forward) toes. Wild turkeys also have a short back toe, but it usually only shows up as a small round claw mark in back of the bird's forward toe impressions.

Photo 5. A black bear (B) made these claw marks on this spruce tree trunk. Many people would call this a "bear tree." Black bears often mark their territory in this way while they are sharpening their claws and stretching their bodies. This is a sure sign that a bear has been in the area. Claw marks such as these may be found many feet off the ground.

Photo 6. Only a bobcat (C) could make these tracks. There are two tracks in this photo; the first track was made by the cat’s front foot and the second by its back foot as it walked along. The size of the track (about 2 square inches) and its four toe impressions without claw marks are what give this track away. A bobcat’s claws are retractable and do not stick out while walking. Animal tracks show up best in damp mud, as shown in this photo, and in winter snow.

* ***(Column 3) Do you like to see wildlife? If so, what kinds?***

Most forest stewards enjoy observing wildlife in the forest and seek to improve the wildlife habitat on their property for specific species. Some stewards will focus on improving habitat for a single or “featured” species. Other stewards seek to improve habitat for a small group of species or a wide diversity (a “community”) of wildlife species. It is useful to get youth talking about what wildlife species they enjoy seeing, and for them to hear what others think and value. They may only mention a few of the more commonly observed (such as deer or groundhogs), so be prepared to ask them about other less commonly seen animals such turtles, salamanders, fishers, or owls.

**Page 4**

* ***(Column 1) Can you think of some ways they could do this [improve a forest for recreation]?***

First, have youth participants think about a particular type of forest recreation, one in which they have participated or simply one that interests them, for example, mountain biking. Then have them think about what they might need to carry out this activity. For the mountain biking example, you need safe, stable trails. You might also need water structures, like a culvert, to divert water under a trail, or a small bridge to allow travel over water. These both will protect the trail from erosion and keep the water clean. You may need a place to park a car to access a bike trail. Or, you might also need to thin some of the trees along a trail to improve visibility into the woods and reduce the hazard of falling dead trees and branches. What about rest areas, signage, or places to stop and enjoy a vista? Have your participants think through the needs and requirements of a forest recreational activity that interests them and share these with others. There is no one right answer for this question, only a range of considerations and possibilities to discuss.

**MATCHING ACTIVITY - *CLOSER LOOKS: Match these objects, or things, with the correct pictures below?***

Photo 1. This is a close-up of the top (cap) of a mushroom (A). Mushrooms are fungi that break down dead plant and animal tissue in the forest and return nutrients to the soil and other living creatures. Without fungi, the forest would be full of deadwood, dead plants, and dead animals, and the soil would be too low in nutrients for new plants to grow. Mushrooms are also important sources of food for many animals. People enjoy eating mushrooms too, but they must be careful. Some mushrooms are deadly to people, other mushrooms are tasty and nutritious. You need to know exactly what you are picking before you attempt to eat mushrooms from the forest. The magnification of this photo is approximately four times the actual size.

Photo 2. This is a close-up of a thistle flower (B). Many colorful wildflowers grow in the forest; this one has prickly stems and leaves. Some forest stewards know when and where each type of wildflower blooms in their woods. The magnification of this photo is approximately two times the actual size.

Photo 3. This is a close-up of a wild turkey’s tail feather (D). It dropped from a turkey that was searching for insects to eat in a forest opening. The patterns on birds’ feathers help provide camouflage, or protective coloration, from predators. Turkeys are large birds that have keen eyesight. They usually see you coming and disappear long before you see them! The magnification of this photo is approximately three times the actual size.

Photo 4. The fur or hair color of an animal is usually a mixture of several colors and different hair types that can vary by season. This is a white-tailed deer’s (E) winter coat (fur). Many of a deer’s winter hairs are hollow to provide insulation from the cold. There is little change in magnification of the hair in this photo; it is close to actual size.

Photo 5. A pine cone (C) is where pine tree seeds form. When a cone's woody scales open (as shown in the photo), the seeds fall to the ground. Many animals such as birds, insects, and rodents eat these seeds, called pine nuts. There is no magnification of the pine cone in this photo; it is very close to actual size.

Photo 6. The cap of an acorn (F) has an outer covering of overlapping flaps, or bracts. The cap helps protect the end of the acorn and holds it to the tree. Acorns take one growing season (white oaks) or two growing seasons (red oaks) to mature. The magnification of this photo is approximately three times the actual size.

**Page 5**

* ***(WATER EVERYWHERE) Where does your drinking water come from?***

Most youth will respond that their drinking water comes from the tap, a water company, a store, or a bottle, but in reality, almost 80 percent of the drinking water used in Pennsylvania ultimately comes from forested areas called watersheds. A watershed is all the land area water drains through, or passes under, to arrive at a body of water such as a steam or river. Drinking water is often pumped from groundwater wells, or taken from springs. It's true that many homes get their water from public and private water companies, but help them understand where these companies get their water? It usually comes from wells, reservoirs, or rivers in or near forests.

**Page 6**

**MATCHING ACTIVITY - FOREST FUN*: Match the letters with the activities in the pictures***

Photo 1. Collecting wild foods (G) is a fun and practical activity that people have practiced since people and forests have been around together! The easiest wild foods to collect are often summer berries such as these black raspberries. If you plan to pick berries to eat from a forest, be sure you have the forest landowner's permission and someone with you that knows which berries are safe to eat.

Photo 2. Nature photography (B) is an activity that many people enjoy, and it's a hobby you can do year-round throughout most of your life! Whether you have a simple or a fancy camera, go out and capture some cool images to help you remember, appreciate, and share the beauty of the woods you explore.

Photo 3. Horseback riding (C) in the woods is often just called "Trail Riding." It's a unique way to see the woods and enjoy time outside. Trust between horse and rider grows through experience and time spent riding trails together. Horses can help your find your way home too!

Photo 4. Hiking (F) in the woods can mean anything from a short walk or a long, multiple day trek on foot. While most of us think of hiking in pleasant sunny weather, some special times and interesting scenery can also be experienced when the weather is less than perfect. The health benefits of hiking are many, and a hike can be combined with tasty an outdoor meal too!

Photo 5. Sitting very still is generally the best way to do wildlife watching (A) in the woods. Binoculars help you see farther and higher too. Patience is essential when sitting still to see wildlife. After first sitting down at a good location (one with lots of wildlife signs), stay very still - at least 30 minutes (or longer) - for best results.

Photo 6. Many people like to nature journal (H). It can be done on a regular basis (daily, weekly, monthly, etc.), and in the same location or in multiple locations. Journaling can be done by many methods such as drawing, writing and painting. There are many great books on nature journaling. Check them out on the internet or the library, and give nature journaling a try.

Photo 7. Camping (E) is a great way to experience the forest at night and during early morning hours. Some campers drive to the woods and find a public place to camp near roads or in campgrounds, others like to hike into the forest with all their camping gear and food and find a place to spend the night far from a road. This is called backpacking and it's fun too.

Photo 8. Mountain biking (D) is another activity people enjoy doing in forests. For some riders, the rougher the trail, and the more obstacles, the better. For others, a quiet gravel road in the woods is most enjoyable. Both mountain biking and horseback riding should be done in places designed for (or well suited for) this activity. If not done properly (such as too much use, or not staying on the trails) they both can disturb soil and cause erosion.

* ***(Column 3) Could a "computer bug" be spread in the forest by a mobile device?***

Thankfully, this is NOT possible, computer bugs are only found in computer software and don't like soft or hardwood trees at all! However, mobile devices can be very helpful for identifying real life insects (affectionately called "bugs"), and for finding out what insects do and eat in forests. There are many great nature apps that can do much more than what a printed field guide can. Some nature apps let you hear animal sounds, compare related animals and insects, or see videos and multiple photos of animals, insects, or plants in different stages of their life cycle.

**Page 7**

**WOODEN COOKIES -** Counting tree rings can tell us how old a tree it. Each year, a new ring of wood forms around the outside of the tree trunk under the bark. If you look very closely (you may want to use a magnifying glass) at these two tree cookies and count their rings, you will discover that they are from trees of the same age: 26 YEARS. The large pie-shaped cracks in the two tree cookies are the result of the wood drying out and splitting apart. The following two acorn questions explain more about these.

* ***(Column 1) What might explain why one tree has a bigger trunk?***

Since both of the trees are the same age, it's not because one is older! The key to answering this question is to have the youth look at the width of the individual tree rings and compare them between the tree cookies from the two different trees. They should observe that the rings on the larger tree cookie are wider. After they see this, share with them that trees that are growing better or faster make wider tree rings, thus they have bigger trunks. Now pose the question: So what might make the bigger tree's rings grow wider? There are many things. It could be that the specific location that the larger tree grew in had better or more fertile soil. It could also be that the larger tree grew in a spot that gave it more sunlight and the smaller tree was crowded and shaded over by other trees. This would certainly cause the difference between the two trees' sizes. Water may also be an issue in tree size. Trees that grow in dry, sandy soils will not grow rings as wide as trees that are growing where they get plenty of moisture (but not too much). These are just a few explanations, there certainly could be others. Explore what the youth think could have caused one tree to grow larger and faster the other.

* ***(Column 1) Can a forest steward do anything that might cause this to happen?***

There is one main way that a forest steward can help trees grow their annual rings wider and produce more wood in their forest. They can do this by choosing the trees they want to grow or keep in their woods, let's call them "keepers," and then cutting down some of the other trees that are crowding the keepers. This will allow the keepers to get more light and have more room to grow. It may seem counterproductive to youth that cutting some trees in the forest can help others grow faster and produce more wood overall, but it's true. If you can help your youth participants understand this, you will have taught them a valuable lesson. Some trees must die for others to thrive. When forests stewards thin trees in the forest, they are in fact just speeding up the natural process called "succession." The keepers that they select to leave are carefully chosen. Often these keepers are trees that they are best able to take advantage of the increased light (healthy and straight growing), ones that might be useful for producing wildlife foods (such as acorns or hickory nuts), or uncommon trees that they wish to retain and see more of growing in their woods in the future.

* ***(FROM DAYS GONE BY) How do you think this wire got there? What might have been the history of this forest?***

Both of these questions will be answered here since they are closely related. The barbed wire growing through the middle of this tree was nailed to the tree when it was very young (only about 4 inches in diameter). Over time as the tree grew, its trunk widened and enclosed the wire in its wood. Since barbed wire was used to enclose grassy livestock pastures, it's safe to assume that very few trees grew inside this enclosed area when the fence was put up. (Barbed wire is always put up on the side of the tree that faces into the pasture area, not on the outer side.) Sometime after the fence was put up, the past landowner must have stopped using the pasture and a forest grew back into the area that was once open and without trees. The original forest in this area must have been cleared for agriculture and the most recent farming use of the land was as a pasture. The trees that grew back after the pasture was abandoned must all be (approximately) the same age, since they all started growing back at about the same time. They were not planted (they are randomly arranged and there are many species), so the naturally grew back in from seeds (carried on the wind or by animals), and perhaps some root sprouts from nearby trees.

* ***(Column 3) Do you remember some of the things trees are used to make? Did you use any of these things today?***

Again,both of these questions will be answered together since they are closely related. Refer youth participants back to the key topical question on page 5, entitled: "What Are Forest Products?," to answer the first question. Trees provide the vast majority of the forest products that people use, and the number of things that people make from wood, bark, and trees chemicals was well over 8000 different items at last count. There are numerous sites on the internet that list these items, try searching on the phrase "everyday items made from trees" to learn about some of these. Once youth have a better understanding about the various products made from trees, they'll find it easier to answer the second question and identify things they used today that came from or were produced from trees. Sometimes it's a little confusing to youth to understand how things produced from tree chemicals or tiny fibers derived from wood are actually forest products. Help them to think through what a raw material is (in this case fresh, "green" wood) and how it can be processed in many different ways, and through numerous steps, to make a variety of different things. Sometimes the everyday things we use are called "secondary" forest products because they have been processed several times to arrive at the products we know!

**Page 8**

* ***(TREES EVERYWHERE) Can you think of things that might damage young trees?***

Young trees are subject to damage from many living and nonliving things. Insects, diseases, fungi, and browsing animals such as deer are just a few of the living things that take a toll on young trees. High winds, acid deposition, air pollution, fire, and ice storms are examples of destructive nonliving things. People generally do not plant trees in the forests of Pennsylvania; we rely on the natural growth of new young trees from seeds, stumps, and roots. This new growth, called natural forest regeneration, sometimes needs protection. Forest stewards pay close attention to forest regeneration. If there is not enough in their woods, they often seek to correct the situation if they can. A good example of this is using a high, woven-wire fence to protect an area from over-browsing by high populations of deer.

***Suggested Future Forest Steward Activities***

The keyword in regard to the suggested Future Forest Steward activities is *flexibility*. You are free to choose or adapt one of the activities suggested below or design your own. The point of doing an activity is to engage youth with forests and involve them in doing something positive for the forest. This is what the stewardship concept is all about – helping, improving, enhancing, promoting, encouraging, and/or maintaining the forest for us and for others – today and for tomorrow. Below is a list (not exhaustive) of possible suggested activities. You and your group only need to carry out one activity to complete the requirement for the FFSP. You may need to find people to assist you in your activity. Volunteers with the Pennsylvania Forest Stewards Program (PAFS), DCNR county service foresters, members of the Society of American Foresters (SAF), county-based Penn State Cooperative Extension educators, conservation district personnel, state park environmental educators, private consulting foresters, wildlife conservation officers (WCO), and foresters who work for a private company may all be of assistance to you. Do not hesitate to ask others for help, and you may call the Penn State Forest Resources Extension Office at 1-800-235-9473 if you need help finding someone in your area. If you choose to do something other than one of the suggested activities, make sure you describe it on the Tally Sheet you send in.

***Some Suggested Activities***

1. Visit a Pennsylvania Forest Steward in his/her woods or another location. Have the youth participants “interview” the steward (with assigned questions, if necessary) about what he/she is doing to care for their forest.
2. Press a collection of the leaves from 10 forest trees and label them in a display for others to learn from and enjoy. List several forest products each of the trees may provide.
3. Construct a brush pile to improve wildlife habitat in a forested area.
4. Put up bird boxes in a young forest to provide shelter for birds that need tree cavities.
5. Help construct a recreational trail that allows others to enjoy the forest.
6. Visit a DCNR Bureau of Forestry State Forest, Pennsylvania State Park or Pennsylvania Game Commission (PGC) gameland and learn from their foresters or land managers what stewardship practices they are using.
7. Learn about an invasive weed(s) and help eliminate some from a forested area.
8. Pick up litter and trash in a forested area to help a forest steward.
9. Plant recommended trees and shrubs to provide food and shelter for wildlife.
10. Visit your local library or search online to determine if any rare or endangered species of plants or wildlife may exist in the forests near you. Share your results with others.
11. Visit an active logging site where a professionally managed timber harvest is occurring, have the participants create a photo story of the visit. This may require special permission and safety precautions.
12. Help put up educational signs along a forest trail.
13. Help a forest steward collect tree seeds or plant trees, in a seed bed or in the woods.
14. Plant native Pennsylvania tree seeds in peat pots and observe their growth. If possible after they germinate, plant the trees in a suitable location and protect them from deer browsing and other hazards.
15. Write and perform a play about the importance of forests to Pennsylvania’s citizens
16. In the early spring, visit a forestland owner who makes maple syrup in their “sugarbush.” Learn how they make maple syrup every year and care for their maple trees.
17. Write a letter to the editor of a local newspaper about the need for practicing good stewardship when caring for and using the forests of Pennsylvania.
18. Create your own activity.

***Glossary of Important Words and Concepts***

**Acid deposition**—precipitation (rain, snow, or mist) that is more acidic than normal as a result of pollution

**Aesthetics**—a forest value based on beauty, visual appreciation, and/or inspiration

**Community**—a collection of living organisms in a specific area that live and function together

**Conifers**—softwood trees, evergreens; trees that bear cones and have needle or scale leaves

**Corridor**—a strip of wildlife habitat, unique from the landscape on either side of it, that links one isolated area to another and allows certain species to move between separate habitat areas

**Den tree**—a tree with holes where birds, mammals, or insects such as bees may nest (also known as a cavity tree)

**Deciduous**—hardwood trees; trees that lose their leaves each autumn

**Ecosystem**—a defined area or community with living organisms and their interactions with their environment; includes the movement, change, and accumulation of energy and matter

**Edge**—the boundary between any two distinct natural areas, such as between open land and woodland; can be valuable wildlife habitat for some species, but can be problematic for others

**Endangered species**—species in danger of extinction throughout all or a significant part of their range; protection mandated by the United States Endangered Species Act (1973)

**Erosion**—the movement (and often loss) of soil particles by water or wind

**Featured species**—a favorite or preferred species that is the focus of attention in a management plan

**Forest**—a place dominated by trees and other plants, wildlife, and many living organisms

**Forestland**—land covered with trees.

**Forest products**—things that people make from forest materials or use directly from the forest

**Forest stewardship**—the wise management and use of forest resources today to ensure their health and productivity for future generations; may involve helping, improving, enhancing, promoting, encouraging, and/or maintaining the forest

**Forest recreation**—the fun activities people do in the forest such as hiking, hunting, mountain biking, birding

**Forested watershed**—a watershed where most of the land is tree covered

**Land ethic**—the principles and values guiding our use and treatment of the land. Forest stewardship is a land ethic (see *stewardship)*

**Mast**—all fruits of trees and shrubs used as food for wildlife.

* Hard mast includes nutlike fruits such as acorns, beechnuts, and chestnuts
* Soft mast includes the fleshy fruits of black cherry, dogwood, and serviceberry

**Nonrenewable resources**—naturally occurring things that cannot grow again, reproduce, or be created in less than a person’s lifetime and take usually much longer to be formed, such as oil, gas, and minerals

**Overstory**—the trees that form the top layer of the forest

**Rare species**—species that exist only in one or a few restricted geographic areas or habitats or occur in low numbers over a relatively broad area

**Regeneration**—(1) the young trees that will develop into the future forest; (2) the replacement of one forest stand by another as a result of natural seeding, sprouting, planting, or other methods

**Renewable resources**—naturally occurring things that can grow again, reproduce, or never run out, such as trees, wildlife, or solar and wind energy

**Sapling**—a small tree, between 2 and 4 inches in diameter and measured 4 1/2 half feet off the ground

**Scat**—animal droppings; feces

**Seedling**—a young tree originating from seed that is less than 4 feet tall and smaller than 2 inches in diameter at the ground level

**Silviculture**—the art, science, and practice of establishing, managing, and reproducing forest stands

**Snag**—a standing dead tree that provides feeding and/or nesting sites for wildlife

**Stand**—a grouping of trees that are uniform in regards to species composition (mixture), age, and condition

**Succession**—the natural predictable sequence of replacements of one plant community (and the associated animals) by another over time

**Understory**—the smaller plants (shrubs, seedlings, saplings, small trees and the herbaceous plants of the forest floor) within a forest found below the overstory

**Watershed**—an area of land that drains into a body of water. e.g. all the land from which a particular stream, pond, or river is supplied.

**Wetlands**—areas that are either transitional between land and water (where the groundwater is at or near the land surface) or areas of land that are covered by shallow water (such as marshes, swamps, bogs, and fens)

**Wildlife habitat**—the area where an animal meets its needs (food, water, shelter, space, etc.)

**Woodland**—see *forestland*

**Woods**—see *forest*

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*This publication is available in alternative media on request.  
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***The Pennsylvania Future Forest Steward Program Tally Sheet***

**PLEASE PRINT CLEARLY**

**Educator/Helper Name (First, Last):**

**Street:**

**NO PO Box – Patches are send via UPS**

**Town/City/State, and Zip Code:**

**Your Email Address :**

**Your Phone Number:**

**Total Number of Youth in Your Future Forest Steward Program Group:**

**Number of Boys: Number of Girls: Age Range:**

**Name of School or Youth Organization:**

**Today’s Date:**

**Do you need us to send you patches for your participants?** CIRCLE ONE **YES NO**

1. Briefly describe your group’s Future Forest Stewardship activity:

2. How much would you estimate the Future Forest Steward Program increased youth knowledge of what forest stewardship is and what it means to be a forest steward? (please circle only one response)

**None A Little Some A Lot A Great Not**

**Deal Sure**

3. Were there any volunteers that helped with your program or activity (such as parents, group leaders, foresters, non-paid helpers, etc.)?

If so, how many:

And approximately how many (total) hours were contributed by these volunteers:

4. What level of long-term impact do you believe the Future Forest Steward Program will have on the youth involved in your program? (please circle only one response)

**No Impact Small Impact Medium Impact Large Impact Not Sure**

Please turn page over

5. On a Scale of 1 to 10, please rate the quality and usefulness of the Future Forest Steward Program materials (please circle only one number)

**1 2 3 4 5 6 7 8 9 10**

**Low Medium High**

6) How did you receive your *Future Forest Steward Program* materials (flyers and teaching guide)*?*

1) Directly from Penn State Renewable Natural Resources Extension Office: CIRCLE ONE **YES NO**

2) From Your County Extension office in  County

3) From Your County Service Forester: (please tell us who)

4) From a School Teacher: (please tell us who)

5) From a Youth Group Leader: (please tell us who)

6) Other: (please tell us how)

Any other comments, concerns, or suggestions? Please share them with us below. If you have a photo of your participants, we would love to see it. Simply attach it to this form or e-mail it to [sss5@psu.edu](mailto:sss5@psu.edu).

To receive your Future Forest Stewardship Program patches, please complete and return this

2-page Tally Form via **1st CLASS MAIL** to:

Renewable Natural Resources Extension (Attn: FFSP)

Penn State University

416A Forest Resources Building

University Park, PA 16802-4705

Or **FAX** To: Renewable Natural Resources Extension (Attn: FFSP) at (814) 865-6275

Or **EMAIL** a scanned version of both pages to: [sss5@psu.edu](mailto:sss5@psu.edu)